

School Activities

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School Activities

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VOLUME XI, NO. 7

MARCH, 1940

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Published monthly from September to May by SCHOOL ACTIVITIES COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 25 cents. \$2.00 per year.

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company. Entire contents copyright 1939.

As the Editor Sees It

A few nights ago we saw another motion picture built around a high school setting. And it ran true to form—the same impossible story, the same senile principal, the same unreasonable teachers, the same dictatorial office secretary, the same moronic detective, the same alleged humor, and the same asinine goings-on that characterize all of these pictures. Why doesn't somebody produce a good story in an accurate high school setting? To our limited knowledge it hasn't yet been done. A great opportunity.

Editorially, *School Activities* does not always agree with all of the ideas suggested and plans proposed by its contributors. There are many unsolved problems in this field, and we consider it one of our obligations to assist in the ultimate solving of these perplexities. In such a program disagreement is not only inevitable but also highly desirable.

Further, it should be remembered that a plan or technique that is effective in one school setting may not be quite so suitable in another. *School Activities* does not present its own or its readers' contributions as quackish and guaranteed cure-alls for the ills of the field. Rather, it presents them as raw materials out of which remedies may be developed.

With elementary and junior high school interscholastic athletics apparently on the increase, especially in the medium sized and smaller systems, it is well to recall that a year or so ago The American Association for Health, Physical Education, and Recreation of the National Education Association went on record as being opposed to these activities. Of course, not all coaches deliberately promote this program for the purpose of "pointing" these pupil-athletes toward high school teams, but relatively few of them vigorously oppose it. And certainly, too few of them sponsor an anti-program of education for the community.

A very, very important educational event—your 1940 graduation program. You should have the new "Vitalized Commencement Packet" issued by the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D.C. This fifty-cent, 96-page manual summarizes about seventy-five 1939 programs, and in addition contains a number of complete scripts and an annotated bibliography. By all means get this packet.

Newsnote: "The ——— (Texas) basketballers entered a schoolboy tournament at 11 a.m. one day and eight hours later had four wins and the title to their credit."

Test (Underscore four): Such basketballing is wholesome unjustifiable healthy asinine complimentary undesirable unintelligent justifiable.

Is your chapter of the National Honor Society merely an "honoring" institution, or one of service, capitalizing the fine ideals and abilities represented in its membership? We need to develop a very definite program in order to prevent this splendid organization from becoming an inane, useless, and futile collection of superior intellects, ideals, and talents—similar to some of our program-less educational fraternities.

Time and again we have heard this statement: "Our school takes *School Activities* but we rarely or never see it: the principal keeps it in his office." Any ideas on how to remedy this sad state of affairs?

Only three months or so until summer vacation when many boys and girls will be more or less unemployed. Hence, assembly, club, home room, and other programs, designed to assist these students in spending this vacation period profitably and happily, are in order. Why not develop a few, built around possible individual and group projects?

Administration Speaks to Student Council

This article represents the greater part of an address made on December 12th, at Northeastern State College, Tahlequah, Oklahoma, before the convention of the State Student Councils.

MY understanding is that you want to return from this convention to your various councils with ideas gathered here, which ideas, by virtue of being new or by virtue of having worked elsewhere, may provide a solution for some problem your campus may have. Thus, I shall present for your consideration several areas in which councils have had difficulty in the past. After describing the problem as thoroughly as possible, let us then probe into it to discover where the real root of it may lie.

The first snag on which a considerable number of student bodies have been impaled, when confronted with the responsibilities of self-government, is the task of writing a constitution. It is comparatively easy to write a constitution, but it is an exceedingly difficult thing to write one which has depth to it, which says things so clearly that three years later a new student generation understands as fully as the students who wrote it exactly the intent of the original phrases. Many a constitution is found, after the newness of it has worn off, to be full of embarrassing loop-holes. Has your student body wanted to call a referendum on a subject of special concern and then found that the constitution offers no hint as to the authorized way of doing it? Has your student body desired at some time to unseat an officer of your council for good cause, and discovered that the constitution does not make provision for recall?

Such discoveries indicate lack of wisdom in writing the constitution. Too many constitutions have been the result of some sudden upheaval on the campus which has focused attention upon the desirability of a new constitution. At such a time, campus opinion demands immediate action. So, without an opportunity for due deliberation and adequate investigation as to experience on other campuses, a constitution is produced within a few days.

Is it any wonder that constitutions manufactured by such a process are often found wanting? So, my first proposition is: When a student government constitution is written, let there be sufficient time given so a good job can be done. As a corollary of this proposition I offer this: I believe that every student government constitution ought to be re-written about every six years. I believe in this

J. F. FINDLAY

*President of the University of Oklahoma,
Norman, Oklahoma*

recommendation to re-examine the constitution at least once every six years for two special reasons: first, I cannot conceive a constitution made six years ago which would have foreseen and provided for all the changes and new needs of today's council. Second, I am convinced that every student generation will take a much more active interest in its own student government if it feels the constitution which governs it is made by students now in school rather than by students long since graduated.

The writers of a constitution will immediately be confronted by the difficult problem: what shall be the basis for representation on the council? Shall it be by classes—freshman, sophomore, junior, and senior; shall it be by population in departments, schools, or colleges—say, one representative for every 100 or 200 enrolled; shall it be by virtue of honors already won, for example: the editor of the school paper automatically becomes a member of the council; or shall it be by popular vote? Every one of these methods has something to be said for it, and likewise there are valid arguments which can be offered against it.

Some schools seek to cut the Gordian knot by trying to take the best from several of these methods, thus making a synthetic council. One school I am familiar with has one third of the membership of the council elected at large; one third is seated by virtue of major student offices already held; and the remaining third is appointed by the other two thirds in executive session.

If you are now in the midst of writing a new constitution, or soon will be, permit me to recommend still another method for your consideration. I call it a council secured by a merit system and not by an election at all. The campus politicians will not favor it, let me warn you at the outset. The reason is: any merit system, properly worked out, plays havoc with swap-outs, patronage, "skimming the gravy," and passing out "campus plums" to the faithful. But it is possible to believe that what the politicians may lose, the campus as a whole will gain in the way of a better quality council, greater service to the institution and the student body, and greater stability and prestige for the cause of student government.

At the early part of most constitutions is

found a paragraph which attempts to state the functions of the student council. Judging by the constitutions I have read, this part of the document seems to have the least thought and attention given to it. For the most part, the average student council constitution is content to speak in generalities when describing functions. Instead, every duty and every function of the council ought to be made as concrete and definite as possible. This part of every constitution needs and deserves as much thought and time in working it out as all the remainder of the charter. My observation is that one or two conferences with the president of the institution, a few conferences with interested faculty people—probably chief of whom is the faculty sponsor or adviser, one comparatively short meeting of the administrative authorities while they read the new constitution, ask a few questions about it, and then O.K. it—I say, my observation is that this is the common experience in developing constitutions. No wonder few people on either student bodies or administrative staffs really know what actual area is delegated to student government.

A great step will be made in the direction of better understanding between administration, faculty, and students when every student constitution makes clear the functions which its council members are expected to perform. It is not an easy task. Every college president could well afford to give unlimited time and many conferences to his students so they could talk out with him the ramifications of student government duties. Every dean of men, when a student government constitution is being written, ought to give the "number one" place on his calendar to this problem. Every student who has anything to do with the construction of a student government charter ought to forget everything else in connection with it until the clearest possible statement of functions has been produced.

No student council could exist very long without spending some money. Or, let us put it this way: a student council can hardly carry forward an active and successful program without funds. Money is needed for freshman orientation, for all-school functions, for scholarship and other awards, for supplies, for travel and registration at conventions, for special equipment needed in providing services at such school functions as Dad's Day, Mother's Day, Homecoming, etc., for publishing a handbook, for ballots for elections, and for the thousand and one special items which go to make up a student council budget for the year.

Many a council has needed an Alexander Hamilton to change an empty treasurer into a well-filled exchequer. Once in a while such an individual has been found: sometimes he is the president of the institution who permits

a small grant from the college funds to be extended to the student council for its annual budget; sometimes he is a successful council treasurer who sees to it that dances and other social affairs are so efficiently operated that income is derived from them; sometimes he is the governing board of the institution which authorizes a per capita fee to be charged each student, the returns from which fee go to the work of student government. From what source the money comes makes little difference. The point still is that those councils which have regular income and receive a reasonable amount from it, have the life-blood for carrying forward a worth-while program. Those councils which have not solved adequately their problem of annual income, are indeed faced with a difficulty which dwarfs nearly everything else.

My observation is that one reason why college authorities are no more anxious than they seem to be to trust considerable sums of money to student councils is the frequent failure of these same councils to show good business ability in handling their funds. One of the things which any wise council will do is to establish good business practices in accounting for the money entrusted to it. Nothing so quickly destroys confidence in a council as evidence it is squandering the funds entrusted to it or worse yet, permitting petty graft to touch the council's financial dealings. The simplest business accounting involves a minimum of three steps: requisitions should be signed in advanced for all purchases made; every penny received should be deposited in an official bank account and no cash should be kept on hand; every disbursement, no matter how small, should be made by check tallied against requisition slips. To these three there might well be added a fourth: an annual detailed statement should be made available to the student body showing the receipts and disbursements together with the actual balance on hand.

If you can prevail upon the treasurer of your college to permit you to deposit your money at his office rather than at a bank, so much the better. You can answer any criticisms much better if you can show that the same auditor checks your accounts as checks the books of the college itself. You also gain by the elimination of the service charge for writing checks which so many banks are now making against individual accounts. If the college does not insist upon a faculty member signing the checks as well as the student treasurer, it is a wise council that requests the appointment of such an individual to do this rather onerous task. The point here is not that the council doubts the integrity of the student treasurer but the chief gain is continuity of financial policy.

(Continued on page 290)

A Functioning Student Court

HEAR Ye! Hear Ye! Hear Ye! The honorable court of Grand Haven Junior High School is now in session." The bailiff dropped his gavel, and everyone in the court room sat down. The court officers and spectators had arisen when the bailiff rapped to announce the entrance of the three justices. These students dressed in black robes entered the door in the front of the room and took their seats at the court's bench on the platform. To their right on the platform sat the bailiff. To their left off the platform was the witness chair. In front of the bench and to the right was the clerk's desk, and to the left a desk for the prosecutor. Directly in front were two tables which could be used by the defendants and their attorneys. Back of these were seats for thirty spectators.

The chief justice asked the clerk to read the first case. "Case No. 63. The students of Grand Haven Junior High School versus John Slater. Charge: running in the halls and refusing to obey a hall captain. Complaint by James Hook. Arrested by Bob Turner. Offense No. 2."

The trial which followed was closely modeled after a state circuit court trial. The defendant was asked whether or not he was guilty. Upon hearing the plea of not guilty the prosecutor called a number of witnesses to prove that the defendant was guilty as charged. The latter had an attorney, who through cross-examination, the presentation of his own witnesses, and an address to the court attempted to obtain a verdict acquitting his client. At the conclusion of the trial, during which the justices themselves asked many questions, the defendant was told to appear the next day at the same time to hear the court's verdict. The court heard five cases at this session.

Immediately after the court adjourned, the justices met in private with the teacher-adviser to determine the verdicts and to fix the

FRANK MEYER

Student Council Adviser, Junior High School, Grand Haven, Michigan

sentences for those found guilty. All action of the court had to be by unanimous consent of the justices. The next day each defendant received the judgment of the court through an appropriate opinion delivered by one of the justices.

For a number of years Grand Haven Junior High School has had hall captains (monitors) and a safety patrol. These students generally did their work well but often found it difficult to enforce the rules which had been set up for safety's sake. The teacher-advisers to these groups were often complaining to home room teachers about the behavior of students. The principal was troubled with petty discipline cases. The hall captains and safety patrol members attempted to impress upon chronic violators the reasons for hall and street traffic regulations. But generally, there was no uniform system for enforcing these school rules.

Two years ago the captain of the safety patrol, who has a seat on the student council, suggested the establishment of a student court. A council committee was appointed to investigate this matter and to make suggestions to the council. The committee, after a rather thorough study of the problem, recommended that a student court be chartered by the council. This the council agreed to do.

The court is composed of a chief justice and two associate justices. These are appointed by the president of the student council, from a list of six students recommended by a council committee and approved by all the junior high school teachers. The final appointments must be approved by the student council. This procedure insures a highly qualified court. In such a technical office,

appointment is far superior to popular election, and, as the court is not a policy-forming body, there is no reason for election. Both boys and girls must be represented on the court, as are both the seventh and eighth grades, which comprise the junior high school. The justices are appointed for one school



Junior High School Court in Session (Grand Haven)

year but may be removed from office by a two-thirds vote of the student council.

The prosecuting attorney must have the same qualifications as the justices. He is appointed by the student council president from a list of three approved candidates. He is responsible to the council and, although his term is for one school year, he may be removed from office for misconduct or neglect of duty.



Grand Haven Junior High School Council

The remaining court officers are appointed by the court to serve during its pleasure. There is a clerk who keeps a complete record of all cases and administers the promise (oath) to witnesses. A bailiff calls the sessions to order and maintains proper decorum in the court. He also acts as the head marshal. The marshals are hall captains or safety patrol members empowered by the court to make arrests. The court is further required to designate at least ten students who may appear before it as defense attorneys. A defendant may secure the services of one of these attorneys if he wishes to contest the case against him.

With the exception of marshals, none of the officers may hold any other office in a student government organization. This prevents a few students from monopolizing school offices. It eliminates the potential danger of a student's neglecting his class work because of too much extra-class activity. Finally, the spreading of offices among a greater number of students helps to build a more desirable school spirit and arouses a greater interest in school self-government.

The court, an organization distinct from the student council, is under the general supervision of the council and has those powers and duties granted it by the superior body. It has been given jurisdiction in those cases which involve infraction of the council's rules for hall and street safety. It enforces the council's regulations concerning the junior high school library and assemblies. It hears cases on the violation of any general school rule other than those of the classroom. Each class is still subject solely to the direction of the individual teacher.

The court has broad powers and is permitted ample discretion in the exercise of those powers but it does not operate unchecked. As was suggested above, it has only those powers given it by the council. The council, popularly elected, is a careful guard-

ian of students' rights. It has a standing committee, one member of which generally sits in on every court session. This committee may recommend the removal from office of any justice or court officer for misconduct in or out of court. It occasionally suggests that the council instruct the court to change its procedures or alter its practices. This the council does. Then, as every student organization, the court has a teacher-adviser. This teacher sits among the spectators during the court session and only rarely interrupts the proceedings. However, every judgment of the court, its verdict and sentence, must be approved by the adviser before it becomes effective. The court makes the decision, but the decision must be one which the faculty can approve. In the final analysis the responsibility for discipline and general school operation rests with the teachers and principal and, therefore, power to control must lie with them. In this court situation the power is exercised through students to whom limited authority has been delegated.

The court meets each Monday during the home room period to hear cases. It announces its decisions on Tuesday at the same time. The number of cases varies from week to week. Seldom is a great deal of time consumed by a single case, as most defendants plead guilty. Out of 100 cases there have been only twenty-two in which this did not happen. Generally the offender has been warned a number of times before he is given a ticket to appear in court.

An arrest is made by a marshal who sees the offense, or on complaint of a hall captain, safety patrol member, or another student officer. The offender is given a ticket naming the charge, the complainant, and the day for appearance in court. A duplicate of this ticket is given the clerk of court who copies it into her record book and passes the duplicate on to the prosecutor. The record

(Continued on page 288)

Streamlining Extemporaneous Debate

THOSE interested in high school debating should consider this important activity thoughtfully. They should make a determined effort to eliminate the many criticisms that have been and are being hurled at it. In many communities debating is on trial, facing, if it does not weed out many of its faults, a death sentence.

Just what must be remedied in the debate situation in many of our schools? For some time the critics of debate have been pointing out that too many high schools have expanded their debate activities beyond their natural limits of interest by carting students around the country to the consequent neglect of all other work by emphasizing the records of achievement in competition, by using questionable methods to win debates, by quarreling about the choice of judges, by limiting the debate program to a few students who are overtrained, and by scheduling too many debates on the same subject. Many who have debating at heart feel that the gravest fault with high school debate is that the participants all too often are mere mouthpieces for the coaches; independent thinking and real argumentation are frequently not aspects of debate. Because of these defects many professors of courses in extra-curricular activities would abolish interscholastic debating. It is time that those responsible for high school debating become cognizant of the charges being hurled at present practices.

Among those in the state of Pennsylvania who realize that something constructive should be done about high school debating is Mr. J. W. Snyder, supervising principal of the Slatington public schools. To make debate more effective, Mr. Snyder, who has always been a strong advocate of debate, suggested in 1938 to his coaches that a kind of extemporaneous debate be held among the schools of the Lehigh Valley.

At a meeting of the Lehigh Valley Debating Association, held in the early part of October, 1938, that suggestion was presented. At first the plan was considered an impracticable one, but after much discussion the coaches of Allentown Preparatory School, since then disbanded, and the high schools of Bethlehem, Catasauqua, Hellertown, Nesquehoning, Northampton, Palmerton, South Whitehall, and Slatington agreed to hold three streamlined extemporaneous debates at Palmerton, South Whitehall, and Slatington on three successive Monday evenings.

The plan finally adopted by the coaches was first used at Slatington on December 12. Very bad weather had forced the cancellation of

E. L. PRESTWOOD

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Slatington, Pennsylvania*

the two groups of debates previously scheduled. Each of the seven schools that participated sent as many debaters as it wished, with an equal number prepared to debate on each side of the question, "Resolved: That modern methods of advertising are detrimental to American society." In one box were placed the names of all the students ready to debate the affirmative side; and in a second, the names of those prepared to argue the negative side. Teams composed of four members each, two students to present constructive speeches, and two to offer rebuttals—all of five minutes duration—were drawn by lot. The first four debaters whose names were drawn from the affirmative box, provided that no two represented the same school, became team number one; the next four, team number two, and so on. The same procedure was followed to determine the negative combinations.

The teams were then assigned to rooms and given a half hour to decide their order of speaking and to prepare their attack. Each room was assigned a coach, or other person familiar with the methods of debate, to act as chairman, timekeeper, and judge. All debates started and ended at approximately the same time.

The judges presented their decisions to the chairman of the open forum, which was held in the main auditorium immediately after the debates. After the announcement of the results, this meeting was thrown open to discussion, and for half an hour the question was discussed from the floor. The students asked for more time to continue the forum; but since several schools had traveled a great distance, the chairman was forced to call a halt.

At the first meeting in Slatington fifty-six high school debaters representing seven schools met in seven simultaneous debates. So successful and so well liked was the first attempt that the debaters asked that the cancelled debates be held. Since the coaches had already arranged for dual debates on the national question, they felt that it would be impossible to re-schedule the extemporaneous debates. However, to meet the persistent requests of the students, they consented to sponsor another group of extemporaneous debates at Catasauqua on January 5, 1939.

This second group of extemporaneous debates was even more successful than the first.

To save time, each coach had been asked to send to the host school the names of his debaters so that the drawings for the teams could be held before the night of the contests. Eight simultaneous debates, with representatives from six schools, were held.

At the conclusion of this second group of extemporaneous debates the coaches were more than pleased with the results of the experiment. One coach suggested that during the next debate season the schools of the Lehigh Valley dispense with dual debates and that they hold six groups of extemporaneous debates on different questions. The suggestion met with the hearty approval of the students; in fact, many of them were unwilling to start work for the scheduled dual debates.

In the fall of 1939 the coaches scheduled three meets in November so as to prevent cancellation of any of the program because of unfavorable weather conditions. For the first time, all eight schools of the Lehigh Valley Debating Association sent debaters. All doubt concerning the merit of this new type of debating was removed by the success of these group debates. Seventy-seven students participated in the first tournament; one hundred and four in the second; and one hundred and ten in the third. As during the previous year, the students were not enthusiastic about preparing for the dual debates; they preferred having more extemporaneous debates on a different subject. Perhaps for the next season the coaches of the Lehigh Valley Debating Association will adopt the suggestion of having only group, extemporaneous debates.

That this system of streamlined, extemporaneous debates should be extended, the coaches of the Lehigh Valley, as well as the school executives, are agreed. Perhaps a knowledge of the advantages inherent in the plan may lead to its adoption by other schools as a part of their debate programs.

One of the first, and perhaps the most important, advantages of this plan for debates is that it places the responsibility for the debates upon the right shoulders—those of the students. At no time can the student be sure that he will present the first constructive speech, or the second, or a rebuttal. To be ready to deliver any of all three is his task.

As was expected, the participating students soon realized that they had to understand the question for debate and that they had to study the proposition before they could hope to argue with even a minimum amount of ease. Soon they really knew how to discuss the question. The phases of the problem that they did not understand were resolved by those taking part in the forum, not by the coaches. At no time were these debaters mere mouth-pieces.

Furthermore, this style of debating offers opportunities to many more students. In the

extemporaneous debates sponsored by the Lehigh Valley schools poor debaters were mingled with good ones. To the debaters at Catasauqua in 1938, Slatington sent fourteen students, four of whom had never debated before. All four inexperienced debaters were fortunate enough to become members of teams composed, for the most part, of good debaters; all four were on winning teams. As a result these students gained much confidence that they might not have been able to secure if they had debated as a unit while representing their own school. In fact, in schools where winning is all-important, two of them, very poor speakers, would not have been given an opportunity to debate. During the past season Slatington was represented in the extemporaneous debates by twenty-two students, only six of whom had had any experience in dual debates. These group tournaments seem to be reviving interest in debate as a popular extra-curricular activity.

Another advantage inherent in this form of debate is the removal of emphasis from winning for a school to the winning of an argument. From debate is eliminated the keen, and sometimes bitter, rivalry between schools, rivalry that has brought the wrath of many critics down upon this activity. Although school rivalry is abolished, incentive still remains since all debates are decision debates. However, a school does not win; it is the affirmative or negative team, comprised of four students from different schools, that wins; it is the better case that wins. School competition is eliminated, but the competition of real argumentation remains.

With the elimination of school rivalry has come a greater degree of sociability among those who debate. Before, during, and after the debates many students from different schools are associating, becoming acquainted, and making desirable friendships. In the competition of the debate the participants forget that they are defending the honor of a school; they realize that they are engaged in friendly argument about an important issue.

Charges that the judge favored the home school were missing in the five groups of extemporaneous debates that have already been held. The students accepted the decisions without question. No coach who acted as a judge was accused of having favored his own school. In fact, no coach could very well have done so; for usually there was a representative of his school on both teams participating in the debate that he was judging. And this competent judging was given at no cost to the schools concerned. Doubtless the knotty problem of securing satisfactory judges will disappear if group, extemporaneous debating is adopted as part of debate programs.

To take full advantage of this opportunity, the coaches during the past season arranged

for each judge to spend at least fifteen minutes criticizing the contest that he had heard. Thus the debaters who participated in all three of the streamlined, extemporaneous debates secured from three authorities worthwhile appraisals of their work.

That this type of debating has enough advantage to make it a permanent part of the debate program in the Lehigh Valley is now admitted by all of the coaches. That it is not perfect all those who have used the system are ready to admit. Perhaps an improvement would be that each debater be expected to defend either side of the question, that is, even the side each one is to argue should be decided by chance. Doubtless those who may use the plan discussed in this article will evolve other improvements.

A Reference Shelf for the Newspaper Staff

GUNNAR HORN

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THE reference shelf is as important to the school newspaper as the reference library is to the metropolitan daily. If the student journalist is to develop efficient working habits, he needs the requisite tools for practicing them. As essential as typewriters and filing cabinets is a modest selection of reference books. These should be available on a convenient shelf in the news room, not scattered over half a dozen shelves in the general library.

The most essential book to be included on the journalism reference shelf is naturally a dictionary. It should be an unabridged version. The smaller dictionaries, no matter how complete they seem at the time of purchase, always omit or hopelessly abridge the very word or meaning needed at the crucial moment. Almost as important to the entire staff as the dictionary, and certainly more important to the headline writers, is a thesaurus. When an apparently inescapable word counts three units too much for the allotted headline space, it is the thesaurus that supplies an acceptable synonym with the right unit count.

Since neither the student journalist nor the faculty adviser is infallible in matters of usage, it is important to have an acceptable and thoroughly usable handbook of grammar and style. The *Mawson Desk Book* is good. Also satisfactory is the *Manual of Style* of the University of Chicago Press, published in its tenth revised edition in 1937 at \$3.00. There are innumerable small stylebooks. Of these the *Iowa Newspaper Desk Book*, published by the University of Iowa, is typical and as good as any.

It is important in choosing a stylebook to select one that is thoroughly indexed, since information that is not readily available is useless for newspaper purposes.

The local city directory should be in every news room, for the verification of names and addresses is an essential of journalistic routine. There should also be a telephone directory, whether the room has a phone or not. While the phone directory is not as complete as the city directory, it is likely to be more accurate and of more recent issue. City directories are expensive, but phone directories can usually be obtained free.

A complete, bound file of the school newspaper is a definite necessity. Among the records of school life and activities, none can approach the newspaper in completeness. If a file of papers has not been preserved, it would be a worth-while project to round up a set. Former students or teachers may have complete files for certain years, anyhow partial files that can be completed by additions from other partial files. Have the issues bound according to years, but never more than one year in a volume. Newsprint is highly perishable, and doubling the usage of any volume may prove disastrous. Old annuals are also useful storehouses of information. The purpose they most commonly serve is to give the graduation years of alumni who figure in the news and to provide brief accounts of their school activities.

A reference aid used less frequently than those already suggested, but often enough to make its inclusion desirable, is the *World Almanac*, indispensable for checking statistics. The cloth binding is worth the slight extra cost because of the increased convenience in handling the book. Another valuable tool, particularly for editorial and feature writers, is a book of quotations. Bartlett's eleventh edition is the most up-to-date volume in this field. Also useful at times is a dictionary of dates. Helen Rex Keller's two volume *Dictionary of Dates* is standard. Less complete, but also much less expensive are G. P. Putnam's *Dictionary of Events*, published by Grosset at \$1.00, and Karl J. Ploetz's *Dictionary of Dates*, available in the Blue Ribbon series at \$1.49.

To complete the collection one might add *Crowell's Handbook for Readers and Writers*. A dictionary of names from fiction, fable and mythology, this volume is useful for running down quickly elusive references. The 1934 edition, edited by Henrietta Gerwig, is \$3.50.

This list, of course, is neither perfect nor final. Other journalists may find books more useful than the particular ones suggested here. I would venture, however, that no reference shelf selected specifically for the school journalism department would fail to duplicate at least some of the recommendations.

Graduations with a Sparkle

BECOMING dissatisfied a number of years ago with the tiresome, rule-of-thumb graduation programs that were then common, Lower Lake Union High School determined to pump some vitality into this important activity. A survey of other attempts along this line, however, was not particularly encouraging. The "newer" programs were certainly new, but seemed in many respects to have lost sight completely of their purposes. School authorities thoroughly justified the current tax rate, and completely sold the public on education and the social revolution, but in the meantime the graduates sat forlorn and forgotten upon the platform.

It was obvious that a clear recognition of the purposes of graduation must be the starting point for a stimulating and successful program. Work was begun with this in mind. It was determined that the spotlight should be placed where it belonged, on the graduates, since to honor them has been the traditional object of the graduation ceremony. All that is traditional about the program, in fact, is this honor to those who have reached a definite goal, along with its accompanying beauty, dignity, and solemnity.

As happens all too frequently in such cases the spirit had become fettered with tiresome forms. Valedictories, salutatories, invocations, trustees' addresses, and presentation of football honors, cluttered the program and stifled all that was worthwhile in the tradition. Many schools reacting against these stuffy, unintelligent programs, threw the whole thing overboard, not bothering to preserve even the spirit and beauty.

To those who were concerned with commencement at Lower Lake Union High School, however, the traditional spirit seemed to be vital. The program was to preserve the beauty of the ceremony and still remove the stifling forms. To begin with, all these unnecessary and tiresome elements of the program were arbitrarily cut out. With that done, the task was to create something to take its place, something that would still preserve the tradition.

This was not done in one year. Over a period of six years a method of attack upon the problem was worked out. The starting point, now, is the selection of a theme phrase, such as "The Gifts of Education," "The Dreams of Youth," "The Gates of Progress," etc. Each of the themes mentioned has been used for one program. Themes such as these are possible of symbolic treatment, and symbolic treatment, in turn, makes it possible to use whatever the school may have developed dur-

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ing the year in the way of creative activities. Bands, orchestras, other musical groups, glee clubs, verse choirs, all make it possible to enlarge upon the theme selected and to add to the beauty of the occasion.

The year's theme is carried through the whole program but is used particularly in the presentation of the student speakers, whose topics are selected with reference to the theme. This can be better illustrated by reference to particular programs which have been worked out in the school.

The program for May, 1939, was based on the theme, "Progress Through Education." Three students spoke on different phases of this topic, and a university speaker, by previous agreement, carried out the same idea. The three students, the university professor, and the principal, who handed out the diplomas, were all presented by a student designated on the program as the "Keeper of the Gates of Progress." This boy, a junior student, wore the same style gown as the graduates, but without the cap. His gown was white as a symbol of the purity of youth. The setting consisted of a somewhat dark background, having two, fantastically high, narrow, black doors guarded by the "Keeper." In addition to the doorway, the remainder of the background was made up of black, geometrical designs placed against light curtains. Light on this background was held to a minimum, except that where action took place before the doors a spot outlined the action. Several red globes were concealed behind the doorway to light the curtained area behind the doors as they were opened.

The foreground of the stage consisted of two specially designed, column-like structures placed at either edge of the stage and colored with red and blue light by means of small spots and concealed globes. This bright foreground was intended to symbolize the hope and optimism of youth, and to contrast with the background which represented the "outer darkness" of ignorance, greed, and despair.

The exercises opened with the band number, "In the Hall of the Mountain King" by Greig. This number was played with the curtain drawn. It created an atmosphere of struggle and of defiance. As the band went into the finale all the lights in the auditorium were turned off, and the sound of a struggle, along

with the rattling of the gates, was all the audience knew of the action. The gates were then opened, revealing the area lighted in red behind the doorway. Slowly all the other lights were turned on as the drums rolled out "thunder," revealing a struggle between the "Guardian" and two other students dressed in black shirts and dark trousers. These two boys were labeled "Men of the Outer Darkness" on the programs, with no reference made to their fascist appearance. The short dialogue during the struggle indicated the fight of youth with ignorance, greed, and superstition. Finally the men of the outer darkness were vanquished, and the graduates entered through the rear door (from the outer darkness into the light) as a standard processional was played. Chairs had been placed upon the stage for the graduates, leaving a wide center aisle. Spotlights from above assured visibility. Each graduate entered the door, walked down the aisle in a bright spotlight and took his seat before the next graduate entered, assuring him of undivided attention for at least a moment.

The three student speakers were grouped together without other program numbers being placed between. Each student was presented, with a few sentences of specially written ritual, by the "Guardian of the Gates of Progress." The whole group was preceded by the glee club, which started with "The Loon" by Ina L. Strom, and then changed the atmosphere by concluding with "Smilin' Through" by Arthur A. Penn. Other musical numbers formed part of the program but were not significant as far as the theme was concerned.

The graduates left the platform by means of the stairs at the front of the stage. These stairs, with blue flood lights upon them (and the band at one side) were part of the foreground of the setting.

The theme was carried through the whole program, even to the presenting of the diplomas. The stage setting, lights, music, dramatic episode, and student talks emphasized youth's struggle with darkness and ignorance. The graduates remained the center of attention throughout.

Another Lower Lake program worked out according to the same formula, but with a different theme, was that of May, 1938. The theme on that occasion was "The Dreams of Youth"; the setting was laid in "The Court of Dreams." Over this court ruled the "Queen of Youth's Dreams," who presented the student speakers, the university speaker, and the principal. The university speaker was referred to as the court "Wise Man," while the principal, who presented the diplomas, was called the court "Chamberlain." In the center of the setting sat the queen on a raised throne, recessed slightly into an arch, having two low

square columns overhead. To the right and left of the arch extended a "stone" wall. Across the whole front of the auditorium was built an imitation stone front of a palace courtyard. The stage was reached by a stairway and approach, added to the front of the platform. This, too, was of "stone." The front of the auditorium and the stairway were lighted in yellow-amber, the stage itself in violet-blue. A yellow spot was thrown from the wings upon each of the columns above the queen.

The program opened with a trumpet fanfare by two girls as the curtain parted. As the fanfare died out a short bell solo was started, the full lighting having come on as the curtain opened. The bells, of a tinkling nature, helped to create a picture of a court, of a queen, and of youth. The processional followed, the graduates approaching from the back of the auditorium in pairs. At the foot of the stairway all the graduates halted while each pair (boy and girl) went up the stairway to the foot of the throne, where at the beginning the queen had been seated. Kneeling upon one knee at the foot of the throne each graduate received an accolade-like salute with the queen's sceptor; then both arose together, faced the audience briefly in a spotlight, and went forward into the seats provided. Couple followed couple until the processional was completed.

The theme number of the band was "Youth Triumphant" by Henry Hadley. This number immediately preceded the three student speakers, who took up three phases of the topic, "The Dreams of Youth," each speaker being presented by the queen.

The glee club set the scene for the university speaker with the chorale from "Die Meistersinger" (Awake! for soon will dawn the day) by Richard Wagner. The speaker, also, followed the general theme, "The Dreams of Youth."

At the end of the program as each student received his diploma the queen raised her sceptor in honor, and the graduates then left the platform by the stairway. Here again the theme, the setting, the music and the talks all tended to center attention upon the graduates in a dignified, traditional manner, and with considerable beauty.

Space does not permit the description of further programs since considerable attention must be given to the technical details which make such a program possible. Indeed it is impossible to understand the effect produced without some knowledge of these details.

In the first place, caps and gowns have been found effective in securing dignity and solemnity. The colors of the gowns are selected not so much with reference to tradition, however, as to the color scheme of the lighting and the set. Two colors are usually used for

the caps and gowns, boys being costumed in blue or black and the girls in white. Care is taken to march the graduates in and seat them so that the two colors of the caps and gowns are effectively balanced and so that they are properly arranged with reference to the set.

A processional is usually used, as well as is a recession, for the atmosphere produced, and some method is worked out to throw each graduate momentarily into a powerful spotlight as he comes onto the stage and as he leaves it, as well as at the time he receives his diploma. All this is carefully practiced so that the graduates know exactly where they are to go, and can carry themselves with grace and precision. Precision, in fact, is emphasized throughout the program. Spots and other lights must go on and off at exactly the right time; musical numbers must be presented with snap and decision; chairs, stands, and other properties are carried in and out with almost military system; each number must flow into the next with no fumbling. This is not difficult to achieve, for no more than a half day of practice is ever allotted to fitting the various parts of the program together.

(Continued next month)

Publicity for the Unsung

STEWART HARRAL

*University of Oklahoma,
Norman, Okla.*

WHO are the leaders in your school? You could probably name them on one hand. They are the ones who are forever getting their names in the newspapers because they have monopolized the leadership. What about the "ninety and nine" who, for various reasons, are never mentioned in the school news?

Whether in a one-room rural school or a great university, we notice the way in which a small group runs things. Leadership in any school is limited, you say. True, but how can we train for leadership when most of the students become accustomed to being silent followers.

Glance through a senior or junior high school yearbook or think of almost any graduation program and you will be reminded of the fact that most of the students are what the dramatists call "ladies and gentlemen of the ensemble."

School events are often news to many editors because of the many names, and not because of their educational worth. One of the oldest adages of the newspaper office is "Names are news." The average person likes, first of all, to see his name in the paper, and secondly, the names of relatives, friends, or someone he knows. Count the number of

names appearing on the school news page of a newspaper and you will see how the editor uses the same idea as a device to reach the largest possible audience.

Names are news to editors because a larger use of them expands reader interest. The backbone of the newspaper is reader interest, and without this quality no newspaper can succeed.

How may we give increasing recognition to the great masses of students? First, does your school have a point system which limits the number of offices which a student may hold? If it doesn't, popular Fred Harris, senior, is likely to have an activity list as long as your arm, while his classmates have little or nothing to tell the world except the fact they are entitled to a diploma.

Secondly, is your program of extra-curricular activities so comprehensive that it recognizes the interests of the majority of students? The more clubs you have, the larger number of offices and thus more students occupying positions of leadership. How many students appeared on your assembly programs last year? Did Bert Jones appear on 24 programs merely because he will play one or all of three violin solos at the drop of a hat? If your dramatic and music groups give most of the programs, here again the majority of students has been ignored.

As a precautionary measure, the person who is writing the news story should be certain that every name is spelled correctly. As one editor told me, "It's a strange thing that an English teacher who demands that students be accurate should be careless at times in writing lists of names for use in our newspaper."

Too often the person responsible for gathering news for the press will over-emphasize the activities and programs of the group which he sponsors and will thus overlook other organizations and programs. To be sure, certain events are more newsworthy and interesting than others, but every attempt should be made to portray, as far as possible, the complete picture of the school.

News stories must be complete. If one of your classes presents a play at an assembly, be sure that the name of every student who contributed to the program is listed in the news story. If Percy Higgins had to chase all over town to get the properties, give him credit just as you list Jimmie Smith who played the leading role in the production.

Granting that leadership is rare and desirable, let's not forget freckle-faced Charlie Green who may give the scripture reading as though he were trying to establish a new speed record. Let's see that he and his kind are given worth-while tasks to perform. They like to see their names on programs and in news stories in the school or city newspapers. This is publicity for the unsung.

Sportsmanship--an Outgrowth of the School Rally

M. L. STAPLES

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SOCIAL ideals and attitudes cannot easily be learned from books. The formal classroom, which frowns upon the so-called over-emphasis of athletics, has never turned to see itself as just as great a sinner. Book "larnin'," with its emphasis upon dates, theories, laws, and other lifeless items, does not guarantee social behavior in the modern crowd. This can come more effectively from an emotional type of training such as that offered in the school rally.

The social ideal most emphasized by the athletic situation is called sportsmanship. It is good citizenship in the world of sports. It has as many definitions as definers. Each individual develops his own interpretation of the sportsmanship ideal. In every case, however, it must be admitted that it is a social ideal. It is not confined to athletics. It belongs to the whole of society with its many strained relationships between human beings. Practice in the sportsmanlike attitude which arises in the athletic situation is valuable practice in the broader sportsmanship ideal which the young citizen will want to use in society.

Assuming that the schoolmaster realizes the social significance of training in sportsmanship, how is he to proceed in the task of teaching the ideals of good sportsmanship? Many techniques have been tried. Sportsmanship codes have been developed in practically every school where a vital athletic program is in progress. Schools may enroll in the Sportsmanship Brotherhood and award medals to those students who come closest to living up to the code of the Brotherhood. Service Clubs thrust sportsmanship codes upon the schools, going so far as to rate the conduct of the fans at athletic contests and to award trophies to the school that gets the highest fan rating. The school leader may call in lecturers to drive home the ideals of sportsmanship and loyalty. Home room discussions may be held in opposition to the "boo" which in the sensitive ears of many educators is the lowest form of unsportsmanlike conduct. Posters may be used to call attention to gentlemanly conduct on the part of spectators. Sportsmanship weeks may be observed. Hundreds of themes may be written. Editorials in city and school papers may rave on and on about sportsmanship.

But these methods of teaching the sportsmanship ideal are not effective. Codes, lectures, discussions, editorials, etc., may help to

interpret the various phases of this social attitude, but interpretation is not enough. Sportsmanship needs practice in the real situation, to be effectively taught. The real educator will teach real sportsmanship in the real situation. That is real teaching when the school master can set situations in which the students catch, by practicing, the ideals of sportsmanship without codes, without lectures, without even mentioning the term sportsmanship. Like the teaching of good manners, good sportsmanship calls for the laboratory method.

The rally technique gives the school administrator a device for the more effective teaching of sportsmanship. Many situations in the pep assemblies, in the stunts during the game, in the victory celebrations, and in the contest itself demand the practice of graceful winning and gracious losing. The stage can be set in such a way that good sportsmanship is practiced not only by the athletes, but also by that vast number of vicarious participants.

Before the game the educator can call into his assembly representatives from the rival school. Coaches, players, yell leaders and others from the competitor school can, by just a word or two from the assembly stage, create a situation which will call for practice in sportsmanship on the part of everyone present. Friendly "kidding" between rival coaches is a better teaching device than hundreds of codes and lectures. In the pep assembly before the game, the yell leaders can and should lead yells for the rival school. The school song of the other school can be played by the band and perhaps sung by the whole audience. Visitors from the rival school will not only add enthusiasm to the program but will also teach sportsmanship by setting a situation in which the ideal of sportsmanship needs to be practiced.

During the game much can be done to further the cause of sportsmanship. Courtesy yells or "hello" yells should be given by each competing school. The yell leaders by gestures of friendliness can do much in teaching this ideal. The host yell leaders should pay a visit to the guest yell leaders in such a way that the audience is convinced that the friendliness is real and not affected. The yell leaders should change sections and lead a yell or two.

Bands come in for a great deal of this type

of sportsmanship teaching. The school band should show respect to the rival school by not only playing its school song but also by giving the rival band ample opportunities to retaliate with sportsmanlike gestures. Combined band stunts create a delightful situation in which the whole athletic pageant is given a spirit of sportsmanship so valuable as a socializer. The right kind of coach will see to it that his boys practice sportsmanship throughout the athletic contest. Here, again, the sportsmanlike gestures must be sincere and not overdone. A player should not be helped to his feet unless he is actually injured. It is an insult to his ego to assist him when he can make it on his own power. The school administrator will see to it that these various sportsmanship teaching devices are used in his games. He should sense his obligation to society to capitalize upon the drawing power of the athletic program to teach his whole community the finer elements of the social ideal of sportsmanship. The whole contest can be put across as a co-operative show and not as a purely competitive battle.

With the athletic pageant offering opportunities for training in social ideals such as sportsmanship a new type of education may evolve. The athletic contest should be considered as a curricular activity. It is another classroom, offering the inspired teacher a new world of social achievement. The enthusiasm of boosting can only be made to enrich the whole educational program when it is used to full advantage in the teaching of social ideals and attitudes which cannot come entirely from the more formal lessons of the rigid classroom. All activities indulged in by the boys and girls of the modern school offer situations in which the master teacher can teach elusive social ideals. Sportsmanship is just one of these ideals. It falls naturally into the athletic situation. The pep technique can make it a successful teaching opportunity for real teaching in a real situation.

PLANS FOR PEP ASSEMBLY PROGRAMS

Make-believe Track Meet

Before an important track meet, enthusiasm can be worked up for the event by giving this stunt in an assembly. A make-believe track meet is held on the stage. A balloon serves for the shot put. Two chairs with backs nearly together will serve as an excellent device for a miniature hurdle race. The hurdlers place their hands on the chairs and by lifting their feet off the floor they can run in the air and float over the imaginary hurdles with ease. At the beginning of the stunt the long-distance runners are given their start. They run vigorously off the stage returning too soon or near the end of the program completely fatigued. Many other events of the usual track meet can be parodied in this manner.

A Pantomimed Base Ball Game

For the base ball pep assembly, four clowns playing the parts of umpire, pitcher, batter and catcher can provide a clever stunt by playing with an imaginary ball. With elaborate wind-ups, off-timed smacks of the catcher's mitt, quick returns to pitcher, contested decisions of the umpire, etc., a great deal of enthusiasm can be put into this pantomimed game.

Action Songs in the Pep Assembly

There is no limit to the number of so-called action songs which may be successfully used in the pep assembly program. These songs present excellent opportunities for full audience participation. The nature of the assembly makes the singing of good snappy action songs an effective socializing device.

Yell Leaders Tryout Assembly Program

Instead of boring the audience with a long series of yells the program for the yell leader tryouts should be varied and interesting, especially if the tryouts are held in the assembly. Here is an excellent opportunity to parade before the students a resume of the whole season's athletic program. This can be done in several ways. A parody on such a song as "Thanks for the Memory" can be wedged between yells in such a way as to review completely the athletic offerings for the entire year and to make each member of the audience proud of his school. A display of the trophies won can be used to put variety in this type of program. The assembly can be used for the purpose of more firmly uniting the entire school and at the same time for selecting a capable staff of yell leaders.

(Editor's Note: This is the sixth of a series of articles on School Spirit by M. L. Staples. "Does Your School Have a Pep Specialist?" will be released in April.)

"Because recreation will be continually expanding, and because many of its finest aspects can be realized only in connection with the land on which farmers live, it is important that organized farmers recognize the significance of recreation, not only as a source of demand for farm products, but also as something which they themselves can increasingly enjoy."—*Secretary of Agriculture Wallace*. (from *Recreation*).

"Idleness and indifference are the enemies of character. They not only hold one's development at a standstill but they rob the soul of its resources. Unused talents are eventually forfeited, but used ones multiply and grow to incalculable dimensions."—*R. W. Armstrong*.

"It seems natural to attribute failure to bad luck and success to good judgment."

PepPy Stunts for Pep Assemblies

ATHLETIC "pep" assemblies must be kept in tune with the times in which we live. The old saws of "do or die" for the team or everyone out to help pay for the bleachers, tend to fall on deaf ears as far as the high school boys and girls of today are concerned. The high school adolescent is more mature and sophisticated than is generally supposed. Besides, many other things in the amusement field are claiming the time that is available. To click, the pep assembly must be presented with a new slant in order to serve its purpose.

Humor, stunts, unexpected surprises, and even modern recording devices can be utilized to stimulate student response. Here are some suggestions for re-vitalizing the pep assembly:

THE QUIZ OR QUESTION BEE PROGRAM

Capitalizing on the current interest in question and answer radio programs an attractive assembly for pep purposes can be planned.

The athletic manager or cheer leader serves as master of ceremonies. Volunteers (or pre-selected students) are called on to participate in the contest. To add to the interest and humor of the situation, the questions to be asked are unknown to the participants. The secret of this type of program is in the kind of questions asked and to whom they are directed. Questions relative to last year's score, the players on the team, the predicted score, and the name of the girl the boy is planning to take to the game are all good. Tickets are given to the contestants as prizes.

THE GOOFY INVENTION

The athletic director may intimate that he has a dream to relate—the dream, of course, being that of the team captain. As the dream is related the curtain rises and the dream unfolds.

Last fall the writer saw this goofy invention. The football captain ties his dog to the gate in front of his home. The dog spies a cat and strains at his leash. The gate pulls open, tripping a box on the gate post. Out of the box dropped a bowling ball. The ball struck a teeter-board causing it to fly up. The opposite end of the teeter-totter was fastened by means of a cotton cord to the leg of a department store dummy dressed in a football suit. The free leg of the dummy was pulled back until the cord broke. The leg then swung down booting a football over a miniature goal post. At that instant a gun was fired off stage and from the loft of the stage dropped a huge sign bearing the school slogan, "BEAT——!" (name of neighboring rival).

CARROL C. HALL

Springfield, Illinois, High School

The foregoing idea can be extended to include living characters. For the basketball season the dream or "goofy" invention can be a device for enabling the team to have never-miss goals.

THE GRID-GRAPH ASSEMBLY

Placed on the assembly stage is a large blackboard on which is ruled the markings of a football field. The participants: a marker, two announcers, and the cheer leader.

In radio manner the announcers begin their broadcast of next Saturday's game. One announces only when the home team has the ball and the other for the opponents. The marker follows the play with his chalk.

The account of the game gives a close contest, the ball traveling up and down the field, with neither team scoring. Spectacular plays featuring local heroes predominate. Humorous incidents arise, such as taking time out to chase a dog off the field. Time is taken out at various intervals; this is the cue for the yell leader to do his stuff. Yells are also given for spectacular plays. The game continues, the tension increases, the home team is about to score—. The answer is, "Be at next Saturday's game."

THE YELL-BACK ASSEMBLY

Here is really a novel idea for a pep assembly. Through an interested local sound equipment owner a school was able to use the recorder for a sports program.

The sound-recording equipment was set up in the assembly room. After preliminary practice, the students under the cheer leader's guidance yelled for the recording device. To climax the program, the record just made was played back to the students.

STRANGERS IN THE HOUSE

If there is a rival school in the same community or nearby, the following pep assembly program can be carried out.

The assembly opens in the usual pep-assembly manner. Someone on the program begins to declaim rather vigorously about the ability of the local team to overcome their neighboring rivals. There is a disturbance in the rear of the assembly room. Someone in a loud voice denies that such an easy victory is possible. The voice belongs to a player on the opponent's team. He has slipped in unnoticed by the students. Bantering follows between spectator and speaker. Other rival play-

ers straggle in. The argument ends in friendly fashion. Cheers are given for both teams.

THE WANDERING ALUMNUS RETURNS

Again the usual program for a pep assembly opens. The athletic manager begins his usual pre-game announcements. Out of the wings of the stage strolls a most disreputable appearing individual. The ensuing conversation reveals that the stranger is an old alumnus of the institution. He recounts his adventures since leaving school. Misfortune after misfortune has befallen him. Every time honor came his way, the old buga-boo trailed him—he didn't attend the annual—game. Exhausted, he faints, and is revived by a ticket to the game, the yells, and assurance that the team will win.

A Functioning Student Court

(Continued from page 278)

book contains a complete account of each case, the charge, verdict, and sentence.

The matter of sentences is a difficult one for any student court. In this court first offenders are often placed on probation. This amounts to giving them another opportunity after they receive a warning from the court. Sometimes guardians have been appointed to help chronic offenders to obey the rules. In a few cases obstinate persons have just been turned over to the principal. The most common sentence requires the student to spend a certain number of hours after school in the custody of the sheriff (a special marshal) and a teacher. It may be hard to defend such a sentence theoretically, but practically it has been very effective. Students dislike being required to remain after school. The desire to avoid this unpleasantness may defer some from continuous infraction of school regulations. In any case, out of its experience, this court and its adviser feel that such a sentence is the most practical and the most conducive to the desired end.

The court permits as many as thirty spectators to witness its proceedings. Perfect order is maintained, and the slightest noise results in the ejection of the disturber by the bailiff or a marshal. The only justification for having an audience is its educative value to the visitors. It is felt that one of the best ways to teach the organization and operation of our regular court systems is by this method. Students see a typical court in session and so obtain a clearer conception of a trial than could be gathered from a book. At first a few defendants thought it was smart to be in court and would make the most of the opportunity to put on an exhibition. This soon ceased. The solemn appearance of the room, the dignity and earnestness of the justices and court officials, and the sentences enforced by the court eliminated all desire to be a defend-

ant. Then too, all court action is reported in the weekly junior high newspaper, so that every student knows the type of offenses and the penalties involved. No names are mentioned in this connection, however.

In every respect, except one, the student court is modeled after a state or federal trial court. Instead of a judge and a jury there is a board of three judges. This system is less cumbersome. It permits the development of experienced, trained justices. Such a permanent, trained court is more likely to do justice than temporary, inexperienced jurors. It is easier for the student council and the teacher-adviser to check on three justices than to attempt to keep a jury operating efficiently. When the court was first organized, there was some demand for a jury. Now that the court is functioning effectively, one seldom hears any request for the change. This may be partly due to the fact that with the approval of the teacher-adviser a defendant may appeal his case to the council. The council thus acts as a court of appeals. By a majority vote it may reverse a verdict or revise the sentence of the court. However, the final action must be approved by the principal. In nearly two years of operation there has been but one appeal, and in that case the council upheld the court.

The student court functions effectively in this junior high school. It has contributed to the students' understanding of court procedure and law enforcement. It has offered an opportunity for the development of leadership through service in a student organization. There is now a central agency for the enforcement of council regulations and school rules. There has been a decided improvement in school morale, with students enforcing their own ordinances. More boys and girls are realizing that these rules are for their own good and that to disobey them is an offense not merely against the school or teachers but against the student body of which they are a part.

All this does not mean to suggest that the student court system is perfect. That would be far from the truth. It would be difficult to prove that student behavior has greatly improved under the court system, but neither has it grown worse. A court does not lessen the burden of principal or teachers. If anything, additional work is encountered. Careful guidance is necessary at every step of the way. There are criticisms from some students punished by the court.

The encouraging fact is that the arguments in favor outweigh those against a student court. A student court does work. It can always be demonstrated that a court system is just one more way of making school a life-like situation. Students are practicing self-government. They are living in a "little democracy."

Organizing for Commencement

PARKER Sargent, well-known for his handbook on private schools, refers to commencement as "the greatest folk festival the world has known." In the United States, some 25,000,000 citizens, counting graduates, parents, brothers, sisters, aunts and uncles, take part in this festival each spring.

Since so many Americans are reached on that spring night, each year, we can readily see the importance of beneficially utilizing those two significant hours passed in the many auditoriums that dot this country from Maine to California and from Minnesota to Texas.

Now the success or failure of the graduation program will depend largely upon the organization of the forces directing it. Successful organization means added attractiveness and to have this every detail should be carefully worked out. There should be a member of the faculty on each of these committees—more people working means more people interested. Have one member at the head of each committee, clothed with authority to plan, organize, and direct the general trend of affairs—all plans subject to the approval of the principal, who should be the executive head. The following list of committees is flexible—perhaps your school will not need all of them; other schools will need more.

1. *Program.* This is one of the most important of the committees. Its duty is to arrange the type of program, the manner in which the different persons are selected to participate on the program, and the training of those students participating. "The graduation program should not be a conglomeration of solos, speeches, recitations, presentations, and what-nots, but a unit of intelligently conceived, organized and co-ordinated effort." The program should not be announced. That is not only unnecessary, but it is amateurish as well. Vary your program from year to year. This is the most important event in the life of a student and, as stated above, should therefore have a great stimulating effect upon those coming on and also upon the community. Have the program timed, and never allow the exercise to go over two hours. Study it and limit each number.

2. *Decorations.* The work of this committee is important, as the general responsive feeling on the part of the audience may be moulded by the method of decoration. The room in which the graduating exercises are to be held, the baccalaureate, dance, et cetera, should be decorated. Make it as inexpensive as possible. Utilize material in the community, material that is in taste and that is pleasing.

CLARA G. BLACK

Head, Speech Department, Jefferson Senior High School, Roanoke, Va.

3. *Music.* Have music at all events—have the commencement week full of the very best music available, music suitable to the occasion.

4. *Ushers.* You'll need ushers for the senior play. Use seniors who know the auditorium in which the play is given. Use juniors for the baccalaureate and for the graduating exercises. It is the duty of these people to be ready to give assistance in any way. There should be ushers at the entrances, with enough more to assist in seating guests. Ushers should come early to see that everything is in readiness.

5. *Publicity.* Have a series of news articles in the local paper, beginning at least two weeks before the first event. State clearly the general plan for commencement and outline the type of program to be given. Advertise all the events. Have an editorial in which some of the most outstanding features of the year's work are reviewed.

6. *Senior Play.* An enjoyable feature of most high school commencements is the annual play. It should be among the first of the commencement features, so that other activities may not interfere with the last few rehearsals. The week-end before the final exams are scheduled is an excellent time for this. Select a play that is light; use as many people as possible—only seniors; and watch to keep down the expense of the play.

7. *Baccalaureate.* Committees needed for this: decoration, music, program, and possibly tickets. One person should be in complete charge, with a group of students and members of the faculty to help. Typed directions should be handed out to the seniors—information about the formation, appearance and conduct, and procedure. Use the rotation system in selecting the minister so that no denomination will be slighted.

8. *Processional.* One committee alone will be needed to train the students for the processional.

9. *Seating.* A group of workers will be needed to work out a seating arrangement for the seniors so that the giving out of the diplomas will be an easy task and each senior will receive his own diploma.

10. *Senior Day or Frolic.* Many schools have some kind of festival program in the way of a field day, a picnic, senior day, a pageant, or class day exercises. Choose one—not more

than one. Whatever it is, it should be planned well in advance.

GENERAL HINTS AND HELPS

1. Use as many seniors as possible in all senior activities—make them realize it is an honor.

2. Educate your community “up” to being on time! Whatever it is you’re having, have it at all costs start on time!

3. Allow no flowers or gifts to be delivered to those on the stage.

4. Make some regulations regarding clothes. Caps and gowns are suggested for use in all high schools. Have a uniform length for the girls, and one for the boys.

5. Have a committee from the senior class, with a faculty advisor, select the invitations, early in the year.

6. Prepare printed programs, neat and dignified.

Organize for commencement! The organization plans described above have been used in our high school for the past three years.

Administration Speaks to Student Council

(Continued from page 276)

Elections in some schools are sadly in need of over-hauling. An election ought to be a laboratory in which students learn the information which in civil life can be put to good advantage as a citizen of the community in which he or she lives. But the information ought to be constructive and not destructive in nature. How are nominations made in your school? Are they open to the criticism that the outgoing group composing the council is able to perpetuate its own clique in office? Does the student body feel that the method of nominating secures a truly representative group of candidates? Is the election itself conducted in a dignified style so that episodes do not occur which cause student elections to sink into disrepute? Does a very considerable part of the student body take sufficient interest to cast votes—or is the electorate so disinterested that members of the council are chosen by the votes of only a very limited number of “ward heelers”? Who conducts the election? What kind of ballot boxes are used? Is the balloting truly secret? Do you permit political machines to operate on your campus so that a machine-made slate of acceptable candidates is openly offered to the voters at the polls? Who counts the ballots? Is the count always sufficiently satisfactory so there is seldom a feeling that the results need to be challenged? In case there is a difference of opinion concerning the results of the election do you have a definite procedure for establishing a satisfactory re-count?

How much a part does the faculty play in the election set-up? If it is a class election

so only members of a specific part of the student body are expected to vote, by what method do you make sure that only these people are permitted to cast a vote? Do you have any system which forestalls the judges at the polls “stuffing the ballot box”? If the polls close during the noon hour, where is the ballot box kept during this time, and what insurance do you have that it is not tampered with during this interval? Who does the printing of the ballots and what steps are taken to make certain that every ballot which comes from the printer is delivered honestly across the top of the election table rather than dishonestly beneath it? Are general assemblies of the student body called on your campus prior to an election in order that candidates may be introduced in person and in order that they may state their platforms, if any? What methods are in vogue on your campus for getting out the vote?

Many other questions could be asked, all centering about the problem of managing elections wisely and honestly. If you have election troubles, my strong recommendation is to solve them before you expect to get an increase of function or responsibility from your college administration. College administrators are very likely to say: “Why should we give you an extension of power when you can’t run your own elections so they are above reproach?” Show me a student council whose elections are honest, whose elections actually produce as candidates for office the strongest leaders on the campus, whose elections are participated in by a large majority of the student body—and I will show you a student council which is an active force on its campus, which has the prestige among the rank and file of students, and which can get from the faculty and administration any reasonable thing for which it asks.

I can think of no better way to conclude this discussion than by considering the ever-present problem of finding high-grade leadership for future councils. The history of most student councils proceeds in a cycle—some years it is manned by students of excellent caliber; other years the council is at low ebb because its membership is made up of mediocre individuals. Is there some way to solve this problem? Minnesota and Syracuse universities seem to have something very valuable to say on this subject: In a report published April 28, 1937, at Minnesota, I find this statement:

“Continuity of service on the council is one of the most important elements of success in any student government. Replies both from colleges where councils have died and from colleges which have councils indicate that there can be no success in dealing with student problems which continue from year to year unless there is a continuous body attacking the problem.

Native ability without continuity of service will not save the council. The process of learning what the council's powers are, what is the best way of exercising them, and what pitfalls await a council seem to take at least half a year. This learning process is disastrous to the council's work and even more disastrous to the council's morale.

"Thus a year of service might be made a prerequisite to nomination for the presidency of the council. This provision would encourage students to run for the council early. There might be some salary attached to the presidency of the council, since the president ought to perform the drudgery of administering council affairs himself. The system suggested is used in the most successful student governing systems, at California, Southern California, and Ohio.

"Still another recommendation may be offered. It is to elect a certain percentage of the council below the senior class. Assuming that there are twelve elected members of the council, the first year six might be elected from the junior class and six from the sophomore class. Thereafter, all vacancies might be filled from the sophomore class."

In a letter from Dean A. Blair Knapp, Syracuse University, dated September 25, 1937, to Mr. Richard Welling, Secretary of the National Self-Government Committee, Inc., I find these paragraphs which suggest an entirely different way to attack the problem of student leadership. Dean Knapp says:

"Our new student government constitution provides an unusual experiment. It is an administrative department to be composed of a student civil service which will be a trained student government personnel. It is our opinion that the lack of continuity and the lack of training have been two factors largely responsible for the ineffectiveness of student government. We thus hope to place at the elbow of each elected political officer, a non-political student civil service officer who will be trained for his job and who will serve in the student government for three years.

"It is our hope that this program will one day result in a real student government and that it also may be a laboratory and a training ground for responsible citizenship. You can see that one of our problems will be to work out the relationship between the politically elected officer and the trained 'expert' selected on merit. This relationship in my judgment has not been worked out for our national and state government and there is a possibility that our experiments may have some significance in the field of political science."

Father's Day in Athletics

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ONE of the contributions of an athletic program should be an understanding between father and son. It is during a play period that such an understanding can be developed. A son takes great pride in knowing that his father is interested in his accomplishments in the classroom and on the athletic field. A father can learn to know his boy much better if he follows the achievements of his son and exhibits an interest in his activities. With this idea in mind the athletic department of Hollywood High School has inaugurated "Father's Day" in athletics.

One of the dates in the schedule of each team is designated as "Father's Day." A week before the game the coach of the team gathers the entire squad and tells the boys of the coming event, requesting them to invite their fathers to be guests of the squad on that day.

On the scheduled day a member of the coaching staff greets the fathers as they arrive at the gymnasium and conducts them to the dressing rooms. Each father is given a badge and is introduced to the fathers of the other boys. They are then free to mingle with the boys while the latter are getting dressed for the game.

The squad and the fathers are assembled together while the coach gives the pre-game instructions. Past experience shows that these talks pep up the fathers as much as they do the youngsters. As they follow the squad on the field and hear the rousing reception of the squad by the rooting section, one notices a firmer step, a spark in the eye of these men. Their youngsters are on this squad.

As the game is about to start, the fathers go to the players' bench where they sit with the rest of the squad. Between the first and second quarters they are introduced in a group to the student body. When conditions permit they are introduced individually; each father rises and remains standing as his name and the name of his boy is announced over the public address system.

Between halves they go in with the squad and hear the coach and his players analyze the play of the first half and discuss that of the second half.

After the game is over the dads and the boys go into the dressing room. This is the most inspiring part of the entire procedure. It is very impressive to see one dad help his son in removing the sweaty jersey, the number of which he will always remember; another fumble with a lock with fingers which

(Continued on page 310)

A Roman Banquet

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A STUDY of a Roman banquet might not at first seem justifiable in a course on extra-curricular activities, since it is not a club and does not continue over a long period of time. And yet, it would be difficult to find an activity which would come nearer the definition of an extra-curricular activity as given by C. B. Allen—"that which is social, participative, enjoyable, relatively free and spontaneous, and conducted deliberately to promote the education of its members in social as well as intellectual ways." Also according to Fretwell, "The curricular life of the school should be the abundant source from which streams of extra-curricular activities burst forth."

A Roman banquet outlined here is the direct outgrowth of the Latin classroom and in turn serves to give back added enthusiasm and vitality to the subject. This is the primary objective. The secondary objectives are the benefits derived from 100 per cent pupil participation, opportunities to uncover and develop latent faculties for organization and leadership, and exercise of initiative and ingenuity. The crowning feature is that the results are certainly attended by the greatest satisfaction. In Bedford High School, it has become tradition that the Roman banquet is the outstanding event of the year for the tenth graders who participate. The Roman Way of Life as learned in the classroom and as experienced at the annual banquet will remain in the minds of the pupils long after declensions and conjugations are forgotten.

THE OCCASION

First, it is necessary to have an occasion for a banquet. This may be a celebration of the return of a military hero from a successful campaign, or it may be the entertainment of an honored guest, such as the banquet of Dido in honor of her guest, Aeneas. This was the theme of the Roman banquet given December 19th by the Latin department of the Sidney, Ohio, High School. In March, 1938, at the Aurora, Nebraska, High School, a banquet was given by Augustus in honor of his sister, Octavia. Another occasion very popular among moderns is the celebration of a particular Roman holiday, the Saturnalia, for example.

In Bedford High School on December 18th, Julius Caesar entertained his tenth grade Roman countrymen in celebration of this festival. After much reading and discussion, the class decided that the Saturnalia offered the most opportunities for a banquet that would be both profitable and lots of fun, and for

the following reasons: the date of the Saturnalia, from December 17th through the 23rd, corresponds somewhat with our Christmas; and because the Romans celebrated it with calls on friends, exchanges of small gifts, and unrestrained merry making with much liberty allowed slaves toward their masters. And so the date was set for a.d. XV Kal. Januarius, MCMXXXIX which, of course, necessitated a lesson on the Roman calendar and ways of reckoning time.

ORGANIZATION

A discussion regarding the qualities of the person who should represent the host, Caesar, resulted in these conclusions. He should be one of the best Latin students; he should be fluent in speech, possess a good speaking voice, and be dignified in manner. An election determined the host as well as a presiding officer for all necessary business.

Attendance at, or service toward, the banquet is not compulsory. If plans are made carefully, tact used, and the most made of the many avenues of interest available, no pressure is necessary to get students to take part. The work is done through committees for which each pupil states his own preference. This usually enables those who have special ability along a particular line to do what they like best and that in which they are most proficient. The following are the necessary committees: Food; Menu and Place Cards; Names, Costumes, Decoration and Seating, Finance, Servant Coaching, Program, and Clean-up.

Each committee chairman is given references and literature on his particular work, and he, in turn, distributes and discusses it with his fellow workers. A report of the findings with instructions and recommendations is made then to the whole group.

DUTIES OF COMMITTEES

The food committee, necessarily the largest, is composed of girls. Their duty is to post themselves on Roman foods, ways of preparing, and methods of serving. The next step is to select a menu suitable to the occasion and to the purses, and then to prepare it. Mothers are usually interested and valuable helpers. The class report of this committee is general in its nature, for the particular menu selected for the banquet is kept secret.

The menu and place card committee is usually composed of those pupils who are also in art classes or those who especially like to print. The old Roman rule of guests—never less than three, the number of the Graces, and never more than nine, the number of the

Muses—is to be disregarded. This committee really has a big task, and so the committee should be a large one. They prepare a scroll for each guest, on which is printed in Latin the menu and possibly a part of the entertainment. They also make place cards that have a definite Roman significance, using the Roman names of the guests present. This year the place card is the Roman “fasces” or bundle of rods and an axe, the emblem of authority.

The names committee selects and assigns appropriate Latin names to all the guests. These names are printed in large letters and worn printed to their costumes throughout the evening.

The costumes committee is usually composed of two boys and two girls. These students study all phases of Roman dress, make samples and demonstrate these to the entire group to copy. The toga (mother’s longest sheet) artistically craped according to rule is the standard dress for the boys. The girls come with long, graceful gowns, with hair done up high in little curls, and with an abundance of heavy jewelry. The slaves wear short tunics of dark material. All guests are given wreaths of artificial flowers by the slaves of the host before being seated at the table.

The decoration committee has charge of the arrangement of the couches and tables as well as of the table ornamentation. The references for this committee explain the U-shape arrangement of couches (army cots) around tables (card tables) in the center, as well as the definite seating plan of host, guest of honor, and other guests of lesser rank. The lighting used will probably be candles in old fashioned gravy boats which are, after all, not so unlike the old Roman lamps. Urns, vases, incense burners, candelabra, quantity of silver plate, and the all-essential salinum (container of salt and meal for the offering to the gods) are used to decorate the tables. Tablecloths and silverware, with the possible exception of spoons, are conspicuous by their absence. This necessitates the repeated passing of the finger bowls.

The finance committee upusually consists of one boy and one girl, whose duties are to collect the assessment from each pupil and to see to it that all bills are paid. This assessment is never more than 35c per person. This is usually a little more than necessary to meet expenses, and the difference is used to pay the share of any boy or girl who cannot attend otherwise, or the sum is divided up evenly and returned. Usually it is kept in reserve for a future class party. Donations of food are often made, which reduces the per capita assessment.

The program committee is composed of both boys and girls who know pretty well the abilities of their classmates and who are

themselves interested in “putting on shows.” They study the types of Roman entertainment, especially that apropos to the occasion, and then ask for volunteers for the various roles. The program takes place at the tables between the courses of the dinner. At a banquet celebrating the Saturnalia, the program should be lively and gay, and the host may well expect to be the butt of some jokes from his slaves.

Usually the slaves aided by a volunteer crew of Caesar’s guests form the “clean-up” committee, a very necessary and, in fact, a not unwilling group. It is just a little more fun than the rest have had, and so the supply of volunteers always has far exceeded the demand.

PROGRAM

The program should be educative as well as interesting and varied, and it should include as many pupils as possible. As soon as the guests have found their places at the table, the invocation to the gods and welcome of guests is given by the host. Then between the first and second courses and again between the second and third courses various forms of entertainment may be offered. The following are suggestions:

1. Short talks on a particular phase of Roman life such as ancient Roman marriage customs, Roman public baths, or Roman funeral rites.
2. The Sibyl of Cumae, one of the guests, tells the fortunes of those present by reading the leaves on which verses are printed.
3. A dance by the Three Graces.
4. A gladiatorial combat between two boys, preferably one unusually tall and the other short. These might first address the host and honor guest with the familiar “*Morituri te salutamus* (We who are about to die salute you).” The taller should be vanquished and appeal to the crowd for mercy. The usual sign of “thumbs down” will add to the fun.
5. Songs by the six Vestal Virgins, preceded by a brief explanation of the significance of the Vestals and their position in Roman society. In view of the time of year, these songs might be some of the familiar Christmas carols in Latin.
6. The discus hurl (paper pie plates thrown toward a definite goal).
7. A short play either in Latin or with a Roman setting.
8. The singing of America in Latin by the crowd makes a fitting close to the evening’s entertainment.

EVALUATION

To be safely of educative value, the banquet must be followed by an evaluation of its achievements. Just what has been accomplished, and do these accomplishments justify the time taken from regular class work? What improvements can be made the next time?

Did every one enjoy and profit from his, or her, share in the project? Did it make the study of Latin more vital and worth-while? Did it give a new interest in and understanding of the Roman Way of Life? Can it be said with Fretwell that through co-operative effort in planning and carrying on pupil participation, friendliness on a high plane has developed between teacher and pupils through this shared experience? These points, and others, must be answered and tied up in a definite realization and understanding of the educational values thus derived.

CONCLUSIONS

A Roman banquet as an extra-curricular activity does give value received for the following reasons:

1. It motivates regular classroom work and is complementary to it.
2. It affords an opportunity to practice social relationships in a mixed group.
3. It takes account of individual differences and capitalizes on pupils' strong points.
4. It tends to make pupils intelligently self-directive and responsible.
5. It gives the opportunity to practice with satisfaction the things he has learned.

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Idaho's Model Constitution for a G.A.A.

THIS model constitution was prepared with the hope that the principles presented would be of assistance to other girls' physical education directors. It was expected that this constitution would be changed in some respects in order to meet local conditions. It was prepared by a committee including the following: Miss Dorothy Lenfest, chairman, Boise High School; Mrs. Lucille Robertson, Y.W.C.A., Boise; Miss Evelyn Hagelin, Nampa High School; Miss Florence Kessler, Caldwell

High School; Miss Helen Mills, Meridian High School; and Miss Jeannette Clifford, Emmett High School.

MODEL CONSTITUTION

Article I—Name

Section 1. This association shall be known as the Girls' Athletic Association of the——— High School.

Sec. 2. The purpose of this association shall be: To encourage athletics for all the girls of the high school; to develop a spirit of fair play and sportsmanship; to promote health; and to create a spirit of fellowship among the students.

Article II—Membership

Sec. 1. Any girl enrolled in a regular course of a high school may be a member of this association.

Sec. 2. Membership and points of any girl student may be transferable between schools upon recommendation of faculty adviser.

Sec. 3. The physical education instructor for girls automatically is appointed faculty adviser, unless otherwise designated by the principal.

Article III—Officers

Sec. 1. The officers of this association shall be a president, vice president, secretary, and treasurer.

Sec. 2. Managers—They shall be as following:

A. A sports manager for each team sport.

B. One manager to record all leisure time sports.

Sec. 3. Executive Board—The officers, managers, and faculty adviser shall constitute the executive board of the association.

Article IV—Point System

Sec. 1. All sports are divided into:

A. Team sports:

Baseball	Soccer
Basketball	Softball
Hockey	Volleyball
	Speedball

B. Leisure time activities:

Archery	Roller Skating
Badminton	Shuffle Board
Bicycling	Skiing
Deck Tennis	Swimming
Golf	Ice Skating
Hiking	Table Tennis
Horseshoes	Tennis
Riding	Paddle Tennis
Rifle	Tumbling

Sec. 2. The maximum number of points in team sports and leisure time activities that a girl may earn in one school year is 80. One-half of the points—40 points—must be earned in team sports. The other half must be earned in leisure time activities.

Sec. 3. Any girl who meets the following requirements for a team sport is awarded 10 points upon recommendation of faculty adviser.

1. Health certificate.
2. Has attended three-fourths ($\frac{3}{4}$) of the scheduled practices for the team sport.
3. Has played at least one-half ($\frac{1}{2}$) of every scheduled practice.
4. Has played at least three-fourths ($\frac{3}{4}$) of the interclass tournament games.
5. Has observed the following where facilities permit:
 - (a) Wearing gym clothes for practice unless excused by girl's instructor.
 - (b) Taking showers after practice unless excused by girl's instructor.

Sec. 4. Any girl who meets the requirements in leisure time activities is awarded points upon recommendation of the faculty adviser. These are given on the following basis up to the maximum of 40 points.

A. Requirements:

1. Must be earned during one semester.
2. Only one sport may be repeated the second semester.
3. Hours to count must be spent with a companion.
4. When recording hours each girl must include:
 - (a) number of hours spent in activity.
 - (b) Name of companion.
 - (c) Date of participation.

B. Basis for awarding points:

1. Archery 7 hrs.—5 points
2. Badminton 7 hrs.—5 points
3. Bicycling 14 hrs.—5 points
4. Deck Tennis 14 hrs.—5 points
5. Golf 27 holes—5 points
6. Hiking (minimum 3 miles)
 30 miles—5 points
7. Horseshoes 14 hrs.—5 points
8. Riding 10 hrs.—5 points
9. Rifle 14 hrs.—5 points
10. Ring Tennis 14 hrs.—5 points
11. Roller Skating 14 hrs.—5 points
12. Ice Skating 7 hrs.—5 points
13. Shuffle Board 14 hrs.—5 points
14. Skiing 7 hrs.—5 points
15. Swimming 7 hrs.—5 points
16. Table Tennis 14 hrs.—5 points
17. Tennis 14 hrs.—5 points
18. Paddle Tennis 14 hrs.—5 points

Article V—Awards

Sec. 1. The school letters for girls' sports shall be of English design.

Sec. 2. Any girl earning 80 points upon recommendation of the faculty adviser is entitled to the small school letter.

Sec. 3. Any girl earning 160 points upon

recommendation of the faculty adviser is entitled to the large school letter.

Sec. 4. Any girl earning a large school letter is entitled to wear it on a regular G.A.A. sweater (to be purchased by the girl).

Sec. 5. One stripe on the sleeve of a G.A.A. sweater is awarded for 160 points.

Sec. 6. One stripe may be added for each additional 80 points earned by the girl upon recommendation of the faculty adviser.

By-Laws

The by-laws of the Girls' Athletic Association of each high school will make provision for the following according to the facilities and needs of the individual organization:

- Method of electing officers
- Method of electing sports managers
- Methods for obtaining funds
- Dues
- Duties of the officers and sports managers
- Duties of the executive board
- Regular meetings
- Colors
- Awarding letters
- Assemblies
- Sponsoring play days
- Installation of officers

"Assassination makes only martyrs, not converts."—*Lamartine*.

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Central New York Demonstration

THE first meeting for the purpose of organizing physical fitness programs in the high schools of Central New York was held at Syracuse University in March, 1939. Mr. Harrison Clarke, Mr. Ellis Champlin of the State Department, and his secretary, Miss Eileen Shannon, then visited the co-operating schools in order to help adapt the programs to the local school situations.

The co-operating schools are Tully, Solvan, Camillus, Whitesboro, Waterville, Sherrill, North Syracuse and Warners. Each of these schools set up a demonstration unit for the purpose of testing pupils and applying an individual physical education program. Each school probably follows up the phase of the program in which it is most interested, but the purpose is the same in all. The medical examinations were administered followed by Personal Fitness Index tests. In all of these tests the school sought close co-operation between the doctor, the nurse, the physical directors, and the home. Only those certified by the physician as physically able to take them were given P.F.I. tests.

The P.F.I. tests were first given at North Syracuse High School in 1937. Since our school has only one machine for testing—the hand grip machine, we borrowed those belonging to Syracuse University. Mr. Clarke brought to the school several senior students in physical education to assist in the testing. Our school nurse was present at every test and she rejected all physically unfit for the test. The tests have been given three times per year ever since.

In order to make clear the procedure followed in our school system it will be necessary to start with schedule making. Our day is divided into nine periods of forty minutes each. At present the ninth period is the activity period. In organizing classes for physical education, pupils are scheduled for two periods per week in each of the six years of the secondary school. These classes are scheduled on the program the same as is English or history, and everyone is required to report for physical education unless excused by a physician's certificate. The school nurse handles all cases of temporary or permanent exemptions and daily excuses from class. All athletes are examined by the school physician before and after the season for each sport. Our school probably has one of the most ambitious activity programs in central New York. Our sports program includes the following activities: football, touch football, tennis, paddle tennis, horseshoes, soccer, baseball, softball, basketball, track and field, ice hockey, indoor

C. R. ROBBINS

*Principal of North Syracuse High School,
North Syracuse, New York*

hockey, golf, shuffle board, boxing, wrestling, badminton, table tennis, volley ball, bowling, dancing, archery, and gymnastics. Girls as well as boys participate in intramural tennis, basketball, and badminton and in informal meets with other schools in several of these sports. Every effort is made to encourage all pupils physically able to participate in some of these. A definite effort is also made through these sports to meet the required 300 minutes per week of supervised play.

With this background we are now ready to continue with the P.F.I. tests. Experience has shown us that a warm-up period is necessary for best results. Freshmen were tested first, since we get these pupils mostly from one-room and two-room schools with no physical education programs, and the earlier we can get these people the more we can accomplish.

In 1938 we tested the low sophomores and entering freshmen. In 1939 we tested the low seventh and eighth graders, low sophomores, entering freshmen and a few juniors and seniors. For correctives we used the 100 P.F.I. as an upper limit in our selection of classes, 90 for freshmen and sophomores and 85 for juniors and seniors. The final test took all pupils below 85 P.F.I.

Corrective classes are scheduled mostly for Friday although the worst cases may have corrective classes every day in the week. Median P.F.I. scores of 7th, 8th, and 9th grade boys:

PERIOD	THOSE BELOW 85 (DEVELOPMENT CLASSES)	P.F.I. GAIN	MEDIAN FOR ALL BOYS	MEDIAN P.F.I. GAIN
First period				
Sept. 1937	76.4			
Dec. 1937	87.5	11.1		
			98.3	
Second period				
Sept. 1938	82.1			
Dec. 1938	92.5	10.4		
Third period				
Dec. 1938	79.4			
June 1939	93.1	13.7		
Fourth period				
Sept. 1939			101.55	3.25

In December, 1937, thirty boys, who had P.F.I.'s above 85 on the first test and who

consequently were not included in the developmental programs, were re-tested. Their P.F.I. gain was 5.8 points. This group acted as a check on the success of the developmental or corrective classes where median gains of 11 to 14 points are registered for similar periods.

Because of lack of facilities, both boys and girls take corrective work in the gym at the same time, the boys under the supervision of the boys' physical director and the girls under the lady physical director. Besides the corrective work, these pupils with low P.F.I.'s also take physical education with the regular classes two periods each week. This prevents these low P.F.I. pupils from feeling that they are inferior individuals.

It may be well to mention that we obtain better results with the belt than without for the pull-up test because it takes strain off the back, especially in the case of girls. A note of warning is needed here to schools attempting these tests for the first time. Parental criticism of this particular test can be avoided if care is used by the people doing the testing. We found that most defects are lack of development of shoulder, back and arm muscles. Our corrective exercises were aimed at developing these muscles. For this purpose we use rings, stall bars, parallel bars, mats, wrestling, boxing and medicine ball, adapting the exercises to the pupil whether girl or boy, and in extreme cases after consultation with the school physician.

In order to have available written records of the physical condition of individual pupils and a record of progress made in attempting to correct sub-normal conditions, we adopted Mr. Harrison Clarke's Case Study Forms and Health Habit Questionnaire. It was felt after careful consultation and discussion by the physical directors, the nurse, and the principal that a card index folder for each boy and girl, grades seven through twelve, would best fit our needs. The reason for using the folder instead of a printed card is because we feel that our record system is in the making, and we have found no card suitable or containing all the information we want. It is expected that in time we can print a card to meet our own particular needs. We were fortunate enough to secure an N.Y.A. assistant to keep our records in order.

Case studies are prepared by the physical education department. The school nurse makes most of the home visits and secures the data which we are unable to get from the pupil. A case study of one pupil whom we shall call N follows.

Case N, boy 15 and 5-6 years of age, 72½ inches in height, weight has dropped from 276 pounds in January, 1939, to 244 pounds in September, 1939 (October 14, dropped to 235

pounds). Wears size 8 head guard, 12EE shoes, and waist measure 46 inches. P.F.I. is 54.

Father died in 1935 of embolism. Mother received no prenatal care before baby's birth and was allowed to eat excessively. Sister, who is also obese, left school at age of 14 because school was too difficult for her.

At birth, N weighed 14 pounds, but parents considered him "just a big, healthy baby." During childhood, lived normal life. Had most children's diseases mildly. Weight steadily increased; but parents were not concerned by excessive weight. Because of severe headaches, however, N was forced to leave school in January, 1939. He consulted three doctors and went to the dispensary; but he obtained no relief. In April, 1939, a local doctor hospitalized him for suspicious brain tumor. After two weeks, during which X-rays were made and consultations held, the case was diagnosed as a glandular condition. N was placed on a diet and given a thyroid preparation, which he is out of at the moment.

Clarke Case Study Form and Health Habit Questionnaire reveals that boy eats excessively and not according to prescribed diet. Parents are co-operative and boy is also, but he cannot control eating habits. Since he is interested otherwise, is willing to work, likes all sports (plays football), an exercise program has been recommended. Mr. Hall, our physical director, discovered the boy's penchant for roller skating and ice skating and since N has rather good co-ordination for one so large, and is fairly fast and good on skates, this talent is being utilized in his exercise program.

Another medical examination was made in November; he gained weight again as soon as football season was over. There will be further consultation with the home, the school nurse-teacher, and the physician and an effort will be made to induce N to control his appetite.

We use a blue tab on all records above 115 P.F.I. and a red tab on all below 90. No tab is used for pupils whose scores are in between 90 and 115. The folder contains the P.F.I., the cumulative record card, test sheet, and also any special information such as I. Q. or information obtained by the school nurse through home visits. Our school nurse has been relieved of all attendance supervision duties in order to give her more time for these home calls. A better feeling and a friendlier spirit of helpfulness is thus being built up between the home and school.

Cumulative record cards are written up in the spring after all information has been made available regarding individual pupils. The card used is printed by the Williamson Law Book Company.

In North Syracuse, 75 per cent of the defects found by the medical examination are

never corrected while the pupil is in school. According to Dr. Frederick Rand Rogers in New York City, 85 to 97 per cent are not corrected. This would seem to be a serious waste of time and money. If no other benefits are derived from the testing program than an awareness of conditions existing and a better attempt made to correct these conditions, then the testing program is a success.

I believe the greatest value of the testing program lies in the co-operative effort which it entails and the resulting superior and practical information it gives to all participants. Another value is that a more direct attack is made on the defects and through case studies both the home and the school center their attention upon improvement of these conditions. This is proved by the fact that pupils frequently ask about their scores and want to know if they are showing improvement. Then again we have less difficulty getting pupils to participate in regular physical education classes than before. A third value lies in the cumulative record system which gives the teacher more information on the individual pupil.

I would not wish to end these remarks without paying tribute to the splendid contribution being made by Syracuse University to the field of physical education and health. When school authorities realize the effective work being done in this field by the State Department and the University and when an attempt is made by other departments to secure similar assistance with their pupils, our educational system will do a better job than it has done in the past.

Religious Education in the High School

DAISY ROBBINS

Savannah High School, Savannah, Mo.

SAVANNAH is peopled by men and women, and by boys and girls, who believe that religion is necessary to successful character building. We have felt for some time that there should be a definite tie binding the home to the church, the school to the church, but we had not been able to devise a plan which met with the approval of all of us, parents, teachers, Christian leaders. We had been observant of methods used by various communities in widely separated areas, but none seemed the perfect plan for us. Recently, however, we learned of the plan used by Westington Springs, South Dakota, and we have adopted and adapted their ideas, trying to fit them to our needs.

Feeling that character building, religious in-

struction, church school, worship services, youth meetings-attendance, all are a part of living, we have added them to the list of interests provided for in our school activities. This means giving religious activities proper recognition in our program of education. When we thought and planned for this, it seemed appropriate and necessary to give credit toward graduation, so we have adopted this system:

We put into the hands of the pastor or general superintendent of the church school of the several churches a Religious Education Report Card, to be returned on the Monday following the close of the six-weeks period, so the principal and his force may compile and record points earned.

The attendance upon each service may count one point, but if the student attends Sunday School and remains for morning worship, he earns three points. Likewise, if he attends youth meeting and remains for evening worship, he again earns three points, so it is possible for him to earn six points during one Sunday. 150 points counts $\frac{1}{2}$ credit toward graduation, 100 points gives $\frac{1}{4}$ credit, and 75 points $\frac{1}{8}$ credit. It will be seen that he may earn as much as 2 credits during his four-year course, but only one credit may be counted for graduation. Points are reported on each six weeks, as all other reports are given.

Already we have noticed: (1) attendance more punctual and regular on the part of many, (2) increased attendance at more services, (3) eagerness to participate in services, (4) ease of conversation among students concerning their various churches, (5) a greater feeling of responsibility on the part of the teachers and leaders to meet this enthusiasm on the part of the boys and girls.

In one church the young people attend their youth meetings in large numbers, then go to the auditorium and become the choir for the evening service, under the direction of the regular choir director.

We hope our experience may be the experience of many communities, that others may have the joy of co-operation in a wonderfully inspiring effort to use latent energy and talent in religious service.

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News Notes and Comments

March Front Cover

Verse speaking choir of Hickman Senior High School, Columbia, Missouri; the Sergeant-drill squad and acrobatic mascot, Edinburg High School, Edinburg, Texas; candle light ceremony at the installation of seventh grade home room officers, Poplar Bluffs, Missouri, Junior High School.

The Loudspeaker of Woodrow Wilson High School, Long Beach, California, publishes a list and the purpose of the various extracurricular activities for the benefit of the new students. Each club mentioned is annotated with information about the function of the particular activity and the name of the faculty sponsor.—*The School Press Review*.

The executive committee of the Herculaneum (Missouri) High School Student Council recently published a bulletin setting forth the constitution of their organization and the personnel of all its offices and committees.

At the end of each semester the student council of the University Demonstration High School, Morgantown, West Virginia, issues a bulletin setting forth descriptive accounts of the projects completed.

Schools are invited to submit action photographs for use on the cover pages of *School Activities*. The photographs will be returned in good condition.

Projects of the National Assn. of Journalism Directors for 1940

Among the many projects of N.A.J.D. for the current year is the work of three important committees which are concentrating their efforts for progress in the field of high school journalism.

Mr. William E. Blake, president of N.A.J.D., Hartford High School, Hartford, Connecticut, has announced a committee to make plans for the second summer institute of journalism. This committee of which Miss Harriet Blum, East High School, Detroit, Michigan, is chairman, is empowered to consider applications from colleges or sections of the country for a summer institute.

Miss Eva Marie Van Houten, also of Detroit, is chairman of the committee on teacher load. This committee's work is to obtain facts concerning the number of class periods including journalism and the schedule of teachers who act as publication advisers.

Brother John of Cretin School, St. Paul, Minnesota, is chairman of another group whose duty it is to formulate a plan for the establishment of departments of journalism in secondary schools where this subject is still not fully recognized.

Students Pay Sales Tax

Sales of school jewelry, such as class rings or pins, to high school students, members of fraternities, sororities, or to any student group are subject to the state sales tax, according to information from the Michigan Department of Public Instruction.—*Michigan Education Association Journal*.

On the flyleaf of the yearbook of the Slatington (Penna.) High School appear the autographs of the seniors. They were printed from a zinc etching, but they look as real as if they were done with a pen.

Bibliography on Assemblies

Community Drama Service, 315 Fourth Avenue, New York City, has prepared an exhaustive bibliography and list of source material for school people in charge of assembly programs. This material is available at a nominal charge.

Frequent requests for back numbers of *School Activities* prompt this announcement. All numbers back through January, 1939, are available. The December, 1938, number is out of print, as are scattered numbers throughout the nine earlier volumes.

Replace 'Javelin Throw' with 'Football Throw'

Mr. William C. Lantz, track coach at Central High School, Tulsa, reports the men's physical education group of the Northeastern Oklahoma Teachers Convention approved the substitution of the "football throw" for the "javelin throw." Mr. Lantz summarizes the reasons for this proposed change:

1. Danger element
 - a. There have been several deaths in high school competition through javelin injuries.
 - b. There have been many serious injuries, several of them here in Oklahoma.
 - c. Many states have discontinued the javelin throw after boys have been killed or seriously injured. Why wait until we get some boy killed?
 - d. There is a great deal of danger on the

practice field where many are participating. Fields are sometimes shared with other sports and with girls' departments—a continual hazard to these group.

2. Expense

- a. It is the most expensive of our track equipment.
- b. Several javelins will be broken in a season if grounds are hard and dry.
- c. Cost of javelins is more than school can afford if several are broken.
- d. Only a few performers from a school get to work with javelins, because of fear of beginners breaking them—mounting costs.

3. Substitute for Javelin—Football Throw

- a. Been tried out successfully in other states.
- b. Danger element eliminated.
- c. Less expensive
 - (1) Use of old footballs
 - (2) No breakage
- d. Many more boys can take part and practice as the breakage hazard is eliminated.
- e. Valuable event for football players and gives them a tie-in with another sport.

—Oklahoma H.S.A.A. Bulletin.

Dr. Homer P. Rainey, former director of the American Youth Commission, now president of the University of Texas, is the new Chairman of the Board of Trustees of Allied Youth, Inc., national movement in alcohol education with posts in high schools.

The Pontiac, Michigan, Lions' Club recently presented "The Whole Town's Talking" under the direction of W. N. Viola, dramatics director of Pontiac High School. It was a benefit performance for children with defective vision.

Group Discussion

"It is a cardinal principle of the American system that the matured will of the people shall prevail in the long run.

"This matured will is always related to one or more great issues of politics and economics, in respect of which citizens take different positions.

"Inevitably then a discussion of issues precedes the decisions of popular will. This discussion may be thorough and informed or superficial and intemperate. All depends upon the skill with which issues are defined, the knowledge brought to bear in the debate, and the spirit of the debaters.

"To formulate issues with the utmost exactness, to see that issues are really joined, to hold the discussion to the subject matter in hand—this is the function of everyone concerned with leadership in public affairs, even in a small way. With a certain sure feeling, we all believe, perhaps only vaguely, that the

utmost truth we can get is good for us and for the country in the long run. We also believe that the right kind of discussion is one of the best ways of arriving at truths, particular and in general."—Charles A. Beard.

"Industry is not only the instrument of improvement, but the foundation of pleasure. He who is a stranger to it may possess, but cannot enjoy, for it is labor only which gives relish to pleasure. It is the indispensable condition of possessing a sound mind in a sound body, and is the appointed vehicle of every good to man."—Blair.

Education and Behavior

"Education does not mean teaching people what they do not know. It means helping them to behave as they do not behave."—John Ruskin.

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Questions from the Floor

BY THE EDITOR

- *What is the most appropriate day of the week for the assembly program? How much time should the assembly period usually consume?* J. W. ERRANTON, Nashville, Tenn.

In many a school the assembly is scheduled for the first period Monday morning, probably the most unsuitable period of the entire week (along with the last period on Friday). This scheduling is usually traditional, a "hang-over" from the time when the assembly was considered a sort of opening-exercise-of-the-week through which, by means of announcements and similar materials, the school week could "be gotten off properly."

For the assembly program with real educational purposes and materials, probably any day but Monday is suitable, Wednesday or Thursday being preferable. Such a scheduling allows time for adequate and "recent" arranging and preparing which Monday does not allow, and which Tuesday allows only to a limited degree. Friday allows time for these but is disadvantageous; the fact that it is close to the end of the school week militates against it.

Providing a regular full period for the assembly program (1) raises this activity to the plane of other school interests and activities (a shortened period tends to give it a shortened value); (2) allows adequate time for the effective staging of a dignified and high-calibered program; and (3) makes for easy scheduling.

Incidentally, the program should normally be scheduled for a regular school period and not before or after school hours. Too, a "good" period, any except the first and last periods of the day, should be used.

- *How should an Interschool Relations Committee, composed of five students and an adviser from each of four rival schools, proceed to bring an end to fights following football games and other sport events?* ED COHEN, Des Moines, Iowa.

We wish that we had a good and complete answer to this question. Brawlishness, so often assumed by the thoughtless student to represent school loyalty, has been an accompaniment of interscholastic athletics from the beginning. However, there is much less of this now than there was formerly. And this decrease has come because of education. Hence, the best answer still is—appropriate education.

This education can be carried on through assembly and home room presentations—talks,

dramatizations, demonstrations, debates, etc., and through school publications, bulletin board exhibits, and the development and adoption of suitable creeds, codes, and slogans. Inter-school exchanges of visitors, speakers, and complimentary correspondence also help.

"Sportsmanship trophies," provided by some local individual or group (frequently at the suggestion of a school committee), are often awarded, on the basis of standards developed and accepted by the competing schools, to the school exhibiting the best general sportsmanship. Sometimes a part of this plan is a rating of these competing schools by the officials of the various games. In any case, several disinterested judges make the ratings and the final selection.

However, despite educational and other precautions, sometimes these troubles get out of hand and bring drastic measures by the school authorities themselves—as was the case last fall in a certain western city in which the school board ruled "no football in 1941." Pretty severe, but apparently justified. And we'll gamble a cookie that it will be a lesson well learned.

Obviously, the coach can do more than any other single individual to eliminate this trouble. If he is official-baiter, a poor loser, and a general crab, he will encourage poor sportsmanship despite the efforts of any and all other persons or groups; if he is the opposite, and if he recognizes his responsibility and takes the lead in developing good sportsmanship, he will have tremendous influence in building wholesome student attitudes. In short, the coach himself must be blamed or credited more than any one else about the school, for poor or good inter-school relationships.

- *Should a teacher take regular class time for a program of extra-curricular activities when the daily schedule ignores the extra-curriculum? I have in mind building an occasional program into each of my classes.* WILLIAM W. LITTLE, Hastings, Neb.

We are of the opinion that this is a fine idea provided it does not disarrange the "regular" classwork to such an extent that it brings undesirable publicity. Of course even despite such publicity it is quite possible that the educational values received from such a plan might be greater than those derived from the usual use of this class time. However, if the school and community have not been taught to recognize and appreciate the place of the extra-curriculum, and still consider the

curriculum high, mighty, and sacred, a little caution may be in order. There is no need for a teacher "sticking his neck out."

In order to forestall such publicity the activities should be those that are "close" to the subjects, or those that can be made to fit neatly into the schedule of class work. And these need not be designated "extra-curricular" activities. Because the average teacher is allowed some leeway in her work, such a plan should be comparatively easy to organize and promote. And it should be interesting to the students if for no other reason than that it provides variety. Of course the main thing is to insure that it is educative.

- *Should you have both physical education and intramural sports in the same school?*
HERBERT E. VAUGHAN, Asheville, N. C.

Certainly. Normally all of the students in the school are enrolled in physical education, while, even at best, fewer participate in intramural sports. Further, intramural sports are seasonal and there are certain to be some gaps in the schedule. Although it may be true that such a dual program may provide more physical activities for some students than are absolutely necessary, yet, on the other hand, it insures at least a minimum of opportunity for those who are not easy participators.

Too, there is something to be said for the "athletic" phase of intramural competition. If scheduled entirely during regular periods, an intramural program is more of a class event and less of a school activity. If at least some of the activities are scheduled outside of these regular class periods, the program will take on a real inter-class or inter-group competitive spirit and atmosphere. The program then becomes an exciting and profitable athletic event, or a series of them.

- *Can you justify the substitution of an intramural program for regular physical education classes?* ADRIAN RUTLEDGE, Moro, Ark.

We believe not, and mainly for the reason suggested above—although it is theoretically desirable that every student participate in the intramural program, this is practically impossible. An examination of the records of those few schools which claim to have 100 per cent participation will show that much of this individual participation is exceedingly limited, often, in the case of some students,

to a few practices and a game or two a year. There is a place in the school for both of these programs—the somewhat definitely organized physical education, and the more purely recreational competitive activity. They are complementary.

- *Should the principal ever sponsor a club?*
LOWELL CRANE, Summertown, Tenn.

Except in unusual circumstances there probably is no good reason why a principal should not sponsor a club, and there are several good reasons why, provided he is both competent and acceptable, he should. The usual argument raised against this sponsorship is this: "The principal should be free to supervise the club program, and he cannot do this if he has a club of his own." However, the "supervision of the club program" by the principal is, in most instances, rhetorical only. He may visit clubs, occasionally give a bit of help, and so promote the program, but because of the wide range of the interests, activities, and methods represented, he can actually do but little in direct supervision.

On the other hand, the principal by sponsoring a club can (1) help those students interested in the particular activity; (2) learn something about clubbing by facing the problems his teachers face; (3) by his interest and example help to raise the general plane of the club program; and (4) develop a closer contact with the student body of his school.


Concerning Bigness

"I am done with great things and big things, great institutions and big success, and I am for those tiny invisible molecular moral forces that work from individual to individual, creeping through crannies of the world like so many rootlets, or like the capillary oozing of water, yet which, if you give them time, will rend the hardest monuments of man's pride."—William James.

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How We Do It

C. E. ERICKSON, *Department Editor*

We continue our experiment of last month. A group of experienced graduate students at Northwestern University has prepared the following illustrations of significant practices. These materials are useful because they represent unusually successful ventures.

The editor of this department would be intensely interested in the reactions of the people who have been reading these descriptions of school practices. Would you react to the following queries? Have the materials presented been interesting and worth-while? What additional kinds of practices would you like to see discussed? What is the most successful extra-curricular activity in your school? I should like to have each of you write me—Northwestern University, Evanston, Illinois.

Experiments in Dramatics

LOUISE LAMBERT

Dramatics in high schools is often attacked on the premise that it gives training to a very limited number of students—namely, those who show definite ability in the speech arts. It is logical that a director in choosing a cast for a full length play to be given for the public will select only those people who do display talent. How then can dramatics be truly educative if it caters to such a select few?

In an effort to give the benefits of dramatic training to a greater number, the dramatic department of New Trier Township High School has this year initiated an extensive program of one-act plays. This is the plan that has been followed.

Three plays are selected for the first program—one perhaps best suited to sophomores, one to juniors, and one to seniors. It is announced in each home room that on Tuesday, for instance, all sophomores who have not been in one of the "big plays," and who are interested in taking part in some one-act plays, are urged to attend a meeting in a specified room. Each student who responds is asked to read a few lines, and the teacher in charge records his name, height, voice quality, etc. The cast is selected from those people present, and rehearsals begin.

The majority of those who are eager to take part in these plays have had no dramatic experience, and it is necessary to teach them certain fundamentals during rehearsals. The emphasis is not placed on attaining a perfect production, but rather on characterization and developing poise and an understanding of the elements involved in formal dramatization.

There is not the usual pressure or the strain

involved in an elaborate production. Very little scenery is used. The plays are produced in the afternoons for a student audience. Of course, it is the aim of the director to give the best play possible in the amount of time available.

The students work hard! They know that if they do well in these one-acts, they will be given an opportunity to try-out for the big class plays later in the year. And if they discover that they have no particular dramatic talent—at least, they've had a "lot of fun," they've made some new friends, and they've "been in a play"!

If you doubt the interest of students, let me tell you that at the try-outs for the last plays to which interested sophomores were invited, one hundred and forty-eight eager boys and girls appeared.

In a system such as this, where three one-act plays are given each month, with new students in each cast, the old argument that dramatics is for the few can be over ruled, and it can be definitely asserted that dramatics is educative in the newest and best sense of the word!

Swift Playground Skating Club

FRED L. O'KEEFE

Ice skating activities occupy a prominent place in the annual program of Swift Playground of Chicago. Although its season is of short duration (Chicago winters seldom permit more than three weeks of outdoor skating) ice skating commands the most intense interest and whole-hearted participation of all playground activities. This interest has been largely generated by the establishment of a skating club open to both boys and girls of all ages from eight to twenty.

The purpose of this club is to promote an interest in speed skating and, consequently, participation in open skating competition. No class of skating competition is considered too "stiff" for the skating club members to enter, as it is believed that the experience gained in competing with the best skaters is highly beneficial. Moreover, it affords a grand laboratory for observing correct techniques as demonstrated by champion or near champion skaters. The club is annually represented in such meets as the City Championships sponsored by the Northwest Skating Club of Chicago, the State Championships (held this year in Glen Ellyn), the Tri-State Meet, in Elgin, Illinois, and the Chicago Tribune Silver Skates Derby. The number entered in these meets

ranges from fifteen to the total club membership of about forty.

While Swift seldom anticipates a high team score in comparison with the larger clubs, whose members are usually recruited from among the best skaters in the Chicago area, invariably several of the team are able to offer serious competition to the leading skaters. Whenever this happens, it is a source of great satisfaction not only to that individual but to the team as a whole, each member mentally claiming a share of the achievement. In the past two months, club members have captured no less than fifteen medals in this type of competition, including two prizes in the Silver Skates Derby which annually attracts an entry of three thousand skaters. Just prior to the writing of this article, the Swift team made its most credible showing in this year's Silver Skates Derby.

Participation in the above type of races is primarily considered as a training and conditioning program. Practice in starting, striding, and taking curves is stressed, with attention directed to the styles employed by expert skaters. The most important event for the skating club is the annual meet sponsored by the Bureau of Recreation of the Chicago Board of Education for the sixty-four playgrounds in its system. Due largely to the interest and training developed by the skating club, Swift playground won the playground championships for boys in 1939 and 1940 and the girls' championship in 1939. The girls' meet for 1940 has not yet been held.

Membership in the skating club is open to any boy or girl who can make the required time in the particular race for his age group. The time requirements are as follows:

Midgets—boys: 110 yds., 19 sec.; 220 yds., 33 sec. Girls: 110 yds., 23 sec.; 220 yds., 41 sec.

Juniors—boys: 220 yds., 30 sec.; 440 yds., 1 min., 2 sec. Girls: 110 yds., 22 sec.; 220 yds., 38 sec.

Intermediates—boys: 220 yds., 29 sec.; 880 yds., 1 min., 45 sec.

Seniors—boys: 220 yds., 27 sec.; 440 yds., 52 sec.; mile, 4 min., 5 sec. Girls: 220 yds., 35 sec.; 440 yds., 1 min., 8 sec.

The club is organized according to the standard club formula as to officers and rules and conduct of meetings. It is sponsored by the two playground instructors—a man and a woman. It has an adult co-operating board composed of three fathers. Financial support is derived from sales of refreshments, checking, and contributions. No dues or fines are paid.

Funds of the club are used to buy prizes for its local carnival, as well as to purchase uniforms for the skating team. Any member who wins a medal in an important meet earns the right to have half of his uniform paid for by the club. The uniform consists of navy

blue knitted tights, navy jersey, and a white knitted cap. "SWIFT PLGD. A. A." is sewed on the back of the jersey in white letters, and a large white skate emblem is sewed on the front of the jersey. A small skate emblem is sewed on the cap.

The principal project of the club is the Ice Carnival, which is open to all boys and girls of the neighborhood. A complete program of races for all ages as well as special novelty events are arranged by a race committee appointed by the club. Fathers and mothers are enrolled as race officials and refreshment sellers. This event annually attracts about a hundred skaters and from five hundred to a thousand spectators. Prizes are awarded to six boys and four girls who win the greatest number of points.

This year the club has undertaken another project in collaboration with a neighboring playground skating club—the Peirce Playground Skating Club. This project is in the nature of a home-and-home dual meet. The agreement is to count the total score for the two meets in order to determine the winner of a perpetual trophy—a plaque which has been purchased jointly by the two clubs. The friendly spirit exhibited by both clubs is indicative of mutual educational benefits for the participants.

Financing the Social Program of Lawrence College, Appleton, Wisc.

E. J. MARTY

In line with the philosophy of democratizing its all-college social program, Lawrence College has introduced a plan whereby an extra fee of \$2.50 is added each semester to every student's activity fee of \$10 to be used to finance the all-college social program. Each student is issued at the time of registration a ticket which entitles him to admission to all the all-college social functions without further charge. Each ticket, non-transferrable, admits one couple to these functions. This

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system has been found to have the following advantages:

1. It promotes greater attendance at all-college functions due to the students' realization that whether or not they attend, they are paying for it.
2. It lowers the cost per function to individuals attending.
3. It allows an accurate estimate, by the social chairman, of the amount of money to be allotted to the social program.
4. Women who would ordinarily be left out of the social functions are privileged to take the initiative.
5. Students may bring dates outside of the student body if they so prefer.

A Student Council in an Elementary School

ELSIE BRENNEMAN

During the first snow of the season one boy of about ten years of age was heard saying to another who was in the act of throwing a snowball at an innocent passerby, "But you know what the student council says about snowballing."

On another occasion the elementary student council in conference with the president of the Teachers College explained that they were putting on a clean-up campaign. They asked him if he could get the college students to co-operate in not throwing their candy wrappers and other bits of paper on the campus.

In another conference a fourth grade girl said to the president concerning removal of a tree in making a new playground, "It doesn't take long to cut down a tree but it takes such a long time to grow another one."

The student council of the Thomas Metcalf Training School of the Illinois State Normal University came into being in January, 1937. It consists of two pupils from each grade, chosen by elections. The officers are chosen by the group from the representatives of the two upper grades. Elections of half the members are held every nine weeks, so that although members do not serve longer than one semester, there are always some members who have been on the council the preceding nine weeks. In this way there are always some members who can go on with the work

while the newer ones are becoming acquainted.

The council meets once each week for a period of forty minutes and has two faculty sponsors. The executive committee of three members of the council meets with the sponsors in advance of the meeting to make tentative plans.

Some of the activities of the council in the three years of its operation have been: (1) trying to use the entire resources of the school in assembly programs; (2) sponsoring hobby exhibits; (3) giving baskets of fruit to janitors at Christmas time; (4) putting on Christmas and other seasonal festivals; (5) establishing and carrying out corridor regulations; (6) helping in planning the development of the playground; and (7) working with the parents on school problems. Some of the activities are referred to committees, and others are participated in by the entire group.

Council members take the reactions of the pupils in their rooms to the council and report to their home rooms the activities of the council.

Much of the success of this venture is attributed to co-operation and support of the student teachers, the critics, and the supervisors, and to the fact that the personnel of the council changes frequently, making a large representation possible.

The Rams

DAVID RUTTENBERG

The "Rams" club, an organization of boys fifteen years of age and under, has been meeting for five years. It is an outgrowth of a young group which was desirous of "doing something."

The strange feature of the club is the absence of a sponsor; yet the conduct of their affairs is on a very business-like basis.

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boys in the group, is published once a month. Copies are mimeographed and sold for five cents to parents and classmates of the group; the money is used as needed for equipment and affairs.

The purpose of the paper is to acquaint the readers with the club and with its activities. The sheet contains news of the club—past, present, and future; the different members of the staff contribute articles; and each issue contains one article by a parent. The staff artist draws cartoons to accompany the articles.

A recent social affair conducted by the boys was a banquet for their dads. The money for the banquet came from the club funds. At the speakers table was the president of the club, their high school coach, and their playground director, each of whom made a short speech.

Other activities sponsored by the group were picnics, plays and social gatherings.

A Girls' Club

PEGGY PARKER

It is probably true that in almost every well-organized high school there exists a Girls' Club. Such an organization is set up at New Trier High School, and I believe its purpose is quite unique and its accomplishments most interesting and commendable.

All the girls entering New Trier automatically become a part of the Girls' Club, their enrollment at school being the only requirement for membership. A president, vice president, secretary, and treasurer are elected each year by the entire feminine student body. There are seven committees, namely: Publicity, Arrangements, Financial, Friendly, Social, Charity, and Employment. Chairmen of these committees are carefully selected and appointed each year by the board, consisting of the old and new officers and former committee chairmen. Each committee consists of four seniors, three juniors, two sophomores, and one freshman, and its members are chosen each semester by the board. Representatives from each home room, elected by the home rooms, meet with the officers and committee members once a week. The club is headed by a faculty sponsor.

At new Trier, the main purpose of the organization as a whole is to raise money for scholarships which are awarded to needy and deserving girls. Every year the club alternates between giving a bazaar and a card party. The former usually nets about \$1200 profit. Annually there is a magazine drive from which is realized four or five hundred dollars, and almost a like amount is taken in from selling hot dogs at football games.

Besides its money-making activities, the Girls' Club sponsors many events such as mother-and-daughter or father-and-daughter

banquets, intra-class parties and teas, assemblies and other functions which promote friendliness and the right kind of spirit. The different committees participate in separate activities of their own. For example, the Charity committee conducts a drive for the Red Cross, donates charitable contributions at Thanksgiving and Christmas time, and sponsors a knitting club for charity. The Employment committee secures positions and part-time jobs for high school girls who need financial aid.

Last year at New Trier a sum of \$2,000 in scholarships was given by the Girls' Club to girls who otherwise could not have gone to college. I think no one will deny the value and worth of such a club. Its success has been well proved by its many and growing material contributions and by the fact that a permanent and well-run organization has been established as an extra-curricular activity—one that makes for friendship in a group of girls, giving them responsibilities and problems to solve along with high goals to be attained.

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"The power that is supported by force alone will have cause often to tremble."—*Kossuth*.

"Commencement Congress"

By ROBERT L. DURKEE

THIS NEW commencement program points out the weaknesses of the current ideologies and stresses the merits of democracy. (Described in the January, 1940, *SCHOOL ACTIVITIES*) The entire detailed program, as presented by the author's high school, is now available at only 50 cents. Write to:

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Stunts and Program Material

MARY M. BAIR, Department Editor

Short Shorts

Tell the duties of a toastmaster, then give various types of toasts which range from casual repartee to sincere sentiment. Students in languages could look up the translations for the ways that toasts are proposed in various countries, the toast then be given in the native tongue as an interpreter repeats it in English. Try these: China—*Gombeï*; England—*Cheerio*; France—*a Votre Sante*; Germany—*Prosit, Gesundheit, Zum wolle*; Holland—*Op Uwe Gezondheid*; Italy—*Salute, Alla sua salute*; Japan—*Banzai*; Persia—*Ba Salame tieh shoma*; Scandinavia—*Skol*; Russia—*Vrasha darovia*; Spain—*Salud*; Yugoslavia—*Na zdravlje*.

Give samples of the short speech and tell how these must necessarily differ one from another. Include the speech of welcome, congratulation, thanks, gift-presentation, acceptance, and farewell.

A talk on stamps. Several students bring their stamp collections for display, then talk on certain rare and valuable stamps and famous stamp collections. This would make an appropriate program for March, since it was in this month, 1789, that the general post office was established by act of Congress.

A Browning program to include a dramatization of Robert Browning's poem, "My Last Duchess," and a comparison of sonnets of Robert Browning and Elizabeth Barrett Browning.

A once-a-month program giving critical reviews of current plays on Broadway. The Readers Guide (at any library) will furnish references to magazines where such reviews may be found.

An industry program when students give talks on the various industries as developed in the home town.

Announce a "Kitchen Klatter" radio program, then over a mock microphone made by a dust pan wired to a broom handle "broadcast" a burlesque program of miscellaneous numbers. Have an announcer who is clever with rapid patter and be sure to have a torch singer, beauty-hints, a hill-billy crooner, cooking lesson, and "ask me another."

Arrange as in an old time spelling bee but have each line from a certain department of the school, then give out only such words as are related to that particular subject. Various sciences make the most interesting lists of words. It is surprising to note how many students in domestic science are tricked on such

words as: cuisine, carafe, bologna, meringue, thyme, mousse and casserole.

Listen in on the series of great plays that are being broadcast over NBC each Sunday at 2 p.m., Eastern standard time, then report on these plays, their authors, and the actors. The plays scheduled for March are as follows: "The Second Mrs. Tanqueray" by Pinero; "Secret-Service" by Gillette; "L'Aiglon" by Rostand; and "Captain Jinks" by Fitch.

Guess What

This is a little stunt to develop facial expression and ease in gesture. If you have seen one cast for a highly emotional part in a play, then seen the actor (?) go through the part with the proverbial wooden face, you will appreciate the value of this exercise.

Volunteer actors are called, and as they line up on the stage each draws a slip of paper from a hat. One word is written on each slip: sadness, anger, fright, timidity, etc. The first actor is told to make his face show the emotion indicated on his slip of paper. All the other actors must watch carefully, for they must not only show the emotion they have drawn, but actor number two must show that emotion as given by actor number one and follow this with his own. Actor number three starts with the first, changes to the second, then quickly to his own. This goes on until the last one in the line finds himself going through a rapid change of facial expression to portray the whole gamut of emotions as shown by the various persons in the line. The first actor having shown his one bit of expression moves to the foot of the line and so with each actor till all have been given opportunity to take all the parts.

The same procedure is followed in the second act but gesture and pantomime are added to the facial expression.

The applause will proclaim the best actor, and you can't know how really funny this stunt is until you have seen an audience reaction.

Saint Patrick's Day

In following this outline for your Saint Patrick's day program you will find that all suggested numbers will be easy to procure, yet there is such creative work to be done that the student will benefit by the research required. All the songs are to be sung by the whole group. Start by singing the "Wearin' o' the Green" and follow with a short sketch

about Saint Patrick. From there on the program should be in the following order: "Peggy O'Neill"; a short sketch telling the legend of the shamrock, the jaunting car, and the little snakes; "When Irish Eyes Are Smiling"; the acting out of a number of Irish jokes; "I'll Take You Home Again Kathleen"; the play, "Spreading the News," a comedy by Lady Gregory; all sing "Mother McCree."

Note: In the joke part of your program make all jokes short and to the point. See to it that the actors are in character and go rapidly from one joke to the next. Here is one to start on. Pat and Mike have just arrived in America and are shocked at all the sun tan worn by the American girls, and Pat says: "Faith and it minneys the toime I've heard it said that thim high up English lords come over here to marry the beautiful American colleens, sure and it can't be their lily white faces as attracts 'em." And Mike is quick to reply: "No, begorra, it's their green backs as attracts 'em!"

Education Indicted

The following indictment of his education, written by a former District of Columbia high school student, six years after graduating, was recently publicized by Dr. Chester W. Holmes, Assistant Superintendent of Schools.

"I want to know why you and your teachers did not tell and teach me about life and the hard, critically practical world into which you sent me. . . . Why did you have to spend so much time on dry, uninteresting subject matter and so little on genuine life problems? . . .

"I wish I had been taught more about family relationships, child care, getting along with people, interpreting the news, news writing, paying off a small mortgage, household mechanics, politics, local government, the chemistry of food, carpentry, how to budget and live within the budget, the value of insurance, how to figure interest when borrowing money and paying it back in installments, how to enjoy opera over the radio, how to detect shoddy goods, how to distinguish a political demagogue from a statesman, how to grow a garden, how to paint a house, how to get a job, how to be vigorous and healthy, how to be interesting to others, how to be popular, how to be thrifty, how to resist high pressure salesmanship, how to buy economically and intelligently, and the danger of buying on the installment plan."—*Utah Educational Review*.

"No man is born into the world whose work is not born with him. There is always work, and tools to work with, for those who will; and blessed are the horny hands of toil."—*James Russell Lowell*.

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Miss Maria Leonard, Dean of Women, University of Illinois, says: "I wish to tell you how much help I feel CHARACTER and CITIZENSHIP is to us who are trying to build youth. The name of the magazine itself emphasizes the two greatest goals in building youth. The sooner that character and citizenship can be made the basis not only of our human relations but of education itself, the sooner a new era will be ushered into America."

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Parties for the Season

EDNA E. VON BERGE,

Department Editor

Southern Spree—Wheeeee!

When March comes "in like a lion" as it does in many localities, balmy-weather seekers rush south where the weather is "like a lamb." For folks whose bank and time accounts interfere with southern jaunts, try transplanting some of that tonic atmosphere to the still shivery, blizzard, and snow covered regions.

Turn on the heat to chase away goose pimples of the slack, sleeveless, sun-backed, beach-robed guests. An advance whispering campaign puts the guests wise to the expected garb. Now turn on the sun full force—bright colored and orange lights to dazzle the eye. Committee members peer merrily through sun goggles meant for still more atmosphere. But that isn't enough. Add some of these further touches, and guests will even begin rubbing oil on sun-burned noses.

1. Dust off attic stored, striped, awning deck chairs, beach umbrellas, and bizarre colored metal tables. Palm tree cut-outs stuck to the wall or mounted on long sheets of paper as nearly the same shade as the wall itself, add the right touch for a chaperone's corner.

2. At intervals about the room, arrange other metal chairs and umbrella tables, where waitresses serve punch in bottles with straws. These tables may be used for serving southern chicken, corn fritters, and yams, with the traditional corn bread or beaten biscuits, plus additions to make a well rounded meal. This then becomes a dinner dance with Aunt Jemimas, very roly-polly, serving.

3. A colored orchestra plays from a porch with striped awnings made from crepe paper. Somehow or other add tall white porch pillars, and fence in the surrounding area with white picket lattice. Green shutters, fastened to the back wall and made from crepe paper, give a final touch to the orchestra setting.

4. Gay paper flowers may be twined in and out of white trellises, decorating one end of the room. Avoid too many of these, for they present a cluttered appearance.

5. A bright moon peeking through silhouetted palm leaves—clear blue and foamy waves tumbling on top of the program covers—what more could one desire? Open up the program and find dances named according to more wintry resorts as Catalina Islands, Bermuda, Miami Beach, Honolulu and New Orleans.

Sure! There's a heap of work involved, but that means increased school spirit, personal-

ity development, and outlet for excess energy and ideas. Best of all, it results in the storing up of memories that will be long cherished.

Whizz—Hold Everything!

March winds are blowing everything upside down. How nice! It will blow up a good party, turning it delightfully upside down. Food comes first (upside-down cake included), napkins are served last, guests arrive wearing something upside down, movies (for a stretch) are reeled off upside down and feet up; dance programs are printed so that you practically have to stand on the head to read them. Prizes are presented upside down. Guests will be in such a whirl they'll actually feel upside down.

Guests are greeted with "Goodbye—so glad you had a grand evening," and send them off with "Hello! How nice to see you. Do have a gay time at our party tonight." Committee members and assistants may wear false faces upside down when greeting and bidding the guests adieu.

Wearin' o' the Green

M. LOUISE HASTINGS, *Dorchester, Mass.*

Give some of these ideas a trial for the sake of St. Patrick and watch guests not *turn* but *feel* green. They won't even consider turning red over any awkwardness or failures. In fact, they'll bubble over with merriment as a regular Irishman should.

Irish Potato Peeling Race

Each couple receives a large potato, which, one of the couple tries to hold while the other peels off the skin. The hand not in use must be kept behind the back. Have six or eight couples working over newspapers at the same time in various parts of the room. Obviously, the couple finishing the laborious act first, wins. The work must be well done, with no pieces of skin left on the potato. All eyes must be removed, too—that is, the eyes of the potatoes.

Sewing Race

Even Irishmen must know how to sew. Provide each person with a darning needle, green thread, a square of white cloth, and five buttons—green ones, of course. If they cannot be found while shopping around, use white buttons but green cloth. Bulky canvas gloves prove to be a good handicap, for when the signal to begin work is given, each one puts on the gloves, threads the needle, and sews the buttons, one *securely* in each cor-

ner and one in the center. Sure! Guests will expect a pair of the canvas gloves as a prize.

Carving Animals—by Irish Artists

Participants are suitably dolled up with a green paper beret tilted precariously over one ear. That's for atmosphere! Provide a large potato and a paring knife for each person. Guests select a folded paper bearing the name of an animal to be carved out in a given time. Exhibit the work in a row for the judges to examine and award the winner with a green sack of potatoes.

Just One More Potato Peeling Race

At a given signal, each person peels a potato, removing every particle of skin in one long strip without breaking it. This is stretched out as long as possible for measuring, and fastened down at both ends with thumb tacks. Potatoes should be as nearly equal in size as possible. The player with the longest, unbroken skin is the winner.

Eats for the Irish

They must be green, but that is no problem with the numerous green foods that exist, or that may be easily colored by the use of vegetable coloring. Potatoes in some form will be expected. They'll make a bigger hit if they have turned Irish through the use of green coloring. Foods may be selected from this green list: olives, pickles, chive cheese, lettuce, lime jello, peas, pistachio ice cream,

green frosted cakes or decorated cookies, green bread for sandwiches, and green candies.

Father's Day in Athletics

(Continued from page 291)

express the reactions of the day as much as they are shown in the case of the players themselves; and another collect the discarded equipment while the boy is in the shower room. Every dad finds some way of helping his son.

"My dad was with me on the field." Isn't that a grand feeling? Doesn't his father mean more to him after that experience? And dad certainly expects to mean more to him from now on. It is also quite possible that now dad has a little better understanding of the school and its program; or, if not, he will try to secure a better understanding.

The "Father's Day" during the fall of 1939 was very successful in football, with 15 fathers of the 35 members of the "A" squad and 23 fathers of the 45 members of the "B" squad attending during the respective home games honoring the fathers.

This year will find "Father's Day" continued, as in the past, in baseball, swimming, basketball, tennis, track, softball, and gymnastic meets. This program will be followed



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New Helps

● **PUPPETS AND THE PUPPET STAGE**, by Cyril W. Beaumont. Published by Studio Publications, 1938. 144 highly illustrated pages.

Many puppets are works of art in themselves, and this book will interest those who delight in forms of artistic craftsmanship as well as those interested in matters of the stage. In this book space is given to the puppet as a factor in education, in the films, in television, and in advertising, which shows its wide potentialities in modern life. More than 250 illustrations are given. They represent several countries and give a historical account of the development and use of the puppet.

● **ALCOHOLFAX Educational Service**, by Allied Youth. This is a continuous, year-round service for schools, colleges, churches, Parent-Teacher Associations, and other organizations interested in youth. It includes the journal *Allied Youth*; books dealing with the liquor problem; articles, special bulletins, and announcements; and reference and consultative service of the Allied Youth organization. For further information, write Allied Youth, Inc., N.E.A. Bldg., Washington, D.C.

● **DRUMS, TOM-TOMS AND RATTLES**, by Bernard S. Mason. Published by A. S. Barnes and Company, 1938. 208 pages.

In this well illustrated and easily read book the author gives the history of drums, tom-toms and rattles, then tells how to make them. The book will be particularly valuable for recreational and outdoor activities. Teachers of dancing and directors of playgrounds will be able to make good use of this book.

● **DEMOCRACY READERS**. Prudence Cutright and W. W. Charters, editors. Published by the Macmillan Company, 1940.

The titles are as follows: "School Friends," by Lois G. Nemec; "Let's Take Turns," by Lois G. Nemec; "Enjoying Our Land," by Maybell G. Bush; "Your Land and Mine," by Helen M. Brindl; "Toward Freedom," by Ruth Mills Robinson; "Pioneering in Democracy," by Edna Morgan; and "The Way of Democracy," by Allen Y. King and Ida Dennis.

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A DEGREE TOO MUCH

A divinity student named Fiddle

Refused to accept his degree,

"For," said he, "'tis enough to be Fiddle,
Without being Fiddle, D.D."

—*The Journal of Education*.



AND PRETTY GOOD AT THE PLATE

"Speaking about baseball, I've got a baseball dog."

"What makes you call him a baseball dog?"

"Because he wears a muzzle, catches flies, chases fowls, and beats it for home when he sees the catcher coming."—*The Balance Sheet*.



WHY INDEED?

Freddie—Daddy, what are ancestors?

Daddy—Your relations who have lived before you. I'm one, your grandfather, your great grandfather. . . .

Freddie—Then why do people go around bragging about them?—*Michigan Education*.

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